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ABSTRACT

One hundred twenty-seven participants at a June 1975 symposium in Squaw Valley, California, made use of a prescribed problem-solving process in order to originate a number of parts of a total staff development effort for a simulated community college. The developmental stages in the process included brainstorming, needs assessment, resource specification, strategy development, evaluation, and redesign. The instructional strategy involved an interactive setting in which each of several small groups simulated a college committee confronting a sample staff development problem. Twenty-three problem situations are presented in this manual with selected tentative solutions developed by the symposium study groups. Five position papers written by workshop consultants are included, which served as the theoretical and informational background for the symposium. These papers cover: (1) the need for staff development; (2) incentives for participation in staff development programs; (3) instructional development as a major ingredient of staff development; (4) specifying objectives, developing strategies and evaluation; (5) instructional design as a team process. Working forms and guidelines are included, and bibliographies and reference materials are appended. The workshop design is conceived as a prototype for organizing similar workshops on two-year college campuses. (Author/NHM)

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# STAFF DEVELOPMENT;

# MINI MODELS FOR COLLEGE IMPLEMENTATION

JUNE - 1975

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# Preface

On June 24, 25, and 26, 1975, one hundred twenty-seven participants from across the United States (24 states including Hawaii) gathered at Squaw Valley, California, to consider plans for staff development. This meeting, "A Shirt Sleeve Symposium, Staff and Instructional Development Planning," provided participants with a developmental process which they used to originate a number of parts of a total staff development effort for a simulated community college. Their efforts are contained on the following pages.

The developmental stages in the process included brainstorming, needs assessment, resource specification, strategy development, evaluation, and redesign. The plans have thus been developed along very similar lines. Hopefully the ideas contained in these general plans can be fit to meet the specific needs of any college. From participant remarks, some of the best ideas were those expressed in the work sessions. As the medium is often the message, so to, the process evoked ideas. I wish more of the imagination and magic of the work sessions could have been caught in these pages.

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# SECTION I

## OBJECTIVES

## INTRODUCTION

# A SHIRT SLEEVE SYMPOSIUM, STAFF AND INSTRUCTIONAL DEVELOPMENT PLANNING

## Objectives

Participants at the end of this symposium shall

1. be able to identify general staff development needs;
2. be able to identify and utilize the four major elements of the instructional development process;
3. be aware of and value the concepts of staff and instructional development planning so that they will develop those concepts on their campus;
4. have participated in the development and writing of a basic manual on staff development.

# INTRODUCTION

The Squaw Valley Symposium was designed with the intent of having interested two-year faculty and staff use a problem-solving process model to arrive at tentative solutions to typical staff development problems. The instructional strategy involved an interactive setting in which each of several small groups simulated a college committee confronting a sample staff development problem.

It was planned that the products of these group deliberations would be a series of tentative sample problem solutions that might suggest feasible models for analysis by other two-year colleges in initiating their own staff development programs.

In addition, the workshop design was conceived as a preliminary model for organizing similar workshops on two-year college campuses.

## Contents of this Manual

This Symposium manual is made up of four sections and an appendix.

Section I specifies the objectives of the Staff and Instructional Development Planning Workshop, including suggestions on how to use this manual in planning future workshops.

Section II consists of 23 typical staff development problems and selected tentative solutions developed by the Symposium workshop study groups.

Section III includes five position papers written by the workshop consultants which served as the theoretical and informational background guiding the deliberations of the groups as they confronted the processes of the model.

Section IV comprises the series of working forms and guidelines (i.e., Team Organization and Responsibilities, Instructional Development Process Worksheets, and a Program Evaluation Checklist), used by the study groups to move through the sequential steps of the model toward meeting Symposium objectives.

The Appendix is a collection of a variety of reference materials relating to concepts, themes, model programs, and bibliographies in the areas of staff and instructional development, including a listing of Symposium participants.

## Workshop Organization and Procedures

Following is a list of the sequential procedures for organizing and operating the workshop:

1. Each participant was asked to complete a registration card specifying name, current position or job title, college, special interests, etc. These cards were used to distribute the participants over 16 groups by job title; each group representative of the total group as far as

possible. Thus, most groups were made up of a college president or vice-president, an academic dean or equivalent, a division head, faculty members, classified employees, etc.

2. Prior to the first group meeting, each participant was asked to read the major position papers in the manual written by the consultants. This was to provide a common background and understanding of the process model to be used during the group sessions. In retrospect, it is suggested that this step should have been completed several weeks prior to attendance at the workshop.

3. In the initial small group meeting, the participants were asked to organize as a task group, selecting three team leaders (a chairperson, a recorder,and a timekeeper). An envelope containing the following materials was given to each group to guide the timed deliberations:

    a. A copy of team organization and responsibilities.

    b. Individual copies of a selected staff development problem statement. Assignment of a specific problem to a group was an arbitrary decision by the workshop consultants to assure that most of the preconceived problems would be attacked, as well as to emphasize that the focus of the deliberations was to be process rather than problem content.

    c. One copy of the program development recording form (eliminated in this workbook) for the recorder. This form originally was to provide a reference for the recorder to write down the deliberations and conclusions of the group in response to the steps outlined in the process worksheets. In addition, this form when completed was to be turned in to the workshop staff at the conclusion of the workshop and would serve as the basis for the edited problem solutions included in this proceedings.

    (In future workshops, the recording form will be eliminated and recorders will be encouraged to organize group deliberations on lined paper using the sequence outlined in the process worksheets.

    d. One copy of the program evaluation checklist which served as a device for evaluating the group product as well as for assessing other group products during the evaluation and validation phases of the process.

    e. One copy of the instructional development process worksheet (a sample).

4. From this point on, group procedures were guided by the instructional development process worksheets. These served as group-paced learning modules, establishing a discrete sequence of activities which the group followed to arrive at the task outcome--a tentative solution to the staff development problem. These worksheets spelled out module objectives and instructional strategies.

    Due to time limitations (three hours per element in the developmental model), it was assumed that the tentative problem solutions would not be completed in great detail, but only suggest skeletal outlines.

During the work sessions, consultants were available to interpret the meaning of the process worksheets, to answer substantive questions about staff or instructional development, and occasionally to aid groups to overcome or grapple with obstacles in group process. There was minimal interruption by workshop staff for announcements or for directions.

5. After completion of the program development recording form, each group during the evaluation phase was helped to locate a second group to assess its completed program, and to find another group's program for it to assess. During this phase, the group was asked to use the program evaluation checklist as well as write a more subjective evaluation summary as a simulated form of "tryout" required for validation of a tentative program.

   When evaluation was completed, the tentative program, the program evaluation checklist and the evaluation summary were returned to the originating group. This group was then advised to review the evaluation information and make any relevant changes in their program.

6. The revised program recorded on the program development recording form was then turned in to the consultants. These suggested problem solutions, after editing are included in this Symposium workbook.

## After-thoughts on the Symposium

Early in the workshop, during small group discussions of the problem, some unanticipated events occurred. The process of needs assessment, built upon typical staff development problems, appeared to call forth in some participants a reaction to both the values and ideas inherent in the case studies themselves as well as the awkwardness of a process model new to them. Several groups apparently spent long periods of time debating the pros and cons of the substance of the problems, e.g., women and minorities, staff development for faculty, the role of non-teaching staff, etc.

This coming together of strangers into randomly-assigned groups as well as the value-laden problems led to early in-depth exploration of participants' "hidden agendas" with predictable value-clashes among group members. This intense discussion in combination with group members seeking or assuming one or more of the various group roles--task-oriented, group maintainers, information-givers, gate-keeper, etc.--consumed much of the early time period that had been reserved for task-oriented activities. It may be necessary in the future to provide early opportunities for group members to meet and discuss free of the early pressures of timed deadlines while dealing with value-laden ideas.

The major emphasis in the design of the workshop was to have participants work through a process model; the problem content was only of secondary importance (process--defined as "a systematic series of actions directed to some end"--Random House Dictionary of the English Language). The group interactions that took place at the workshop are assumed to be more valuable in the long run than the tentative problem solutions included in this notebook, even with knowledge of the weaknesses in the process model.

The process worksheets used in the workshop were developed by several of the consultants just for this workshop. Due to time pressures, the materials had never been subjected to tryout and evaluation. It is now apparent that the process model may have been bulky and awkward, leading to confusion in participants as to just what was expected of them. A new set of process worksheets has been developed and included in this workbook. Further trials will lead to further revisions.

The workshop was scheduled for three 3-hour sessions. Participants were given a time schedule to guide their activities, which was based on rough estimates by the consultants. The resultant products of the sessions will of necessity be brief, concise and lacking in detail. The products are only suggestive of the objectives, strategies, and evaluation techniques that might be implemented in a realistic staff development program for a given college.

# SECTION II

# STAFF DEVELOPMENT PROBLEM STATEMENTS AND TENTATIVE SOLUTIONS

## Problem One: The Part-Time, Novice Instructor

The Setting: College X is a suburban school whose evening program is growing at a very rapid rate. Since most evening classes are taught by part-time instructors and most such instructors teach only one or two classes, there are about 500 of these novice instructors. There are only about 200 full-time instructors.

The Problem: Most of these instructors know little or nothing about how to teach. They have subject matter expertise but not instructional techniques. How can we provide appropriate in-service experiences to this large number of faculty? Since many classes are offered only once a year, the 500 instructors vary significantly semester to semester.

Advance Organizers:

1. What are the incentives for participating in in-service activity?
2. Time is a problem. When can instructors be brought together for such in-service activities? What about independent activities?
3. Many instructors never come on campus. They always teach at off-campus sites.
4. Subject matter varies over a wide spectrum. What common instructional skills need to be developed? Which skills are special to particular disciplines?

Problem One: The Part-Time, Novice Instructor

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: The need to set up a method to adequately communicate with and help inexperienced part-time teachers to teach effectively, to achieve personal satisfaction in teaching, and to develop a sense of belonging to the college community working toward common college goals.

Sources: Survey of part-time faculty, deans and/or department heads
Meetings between the above groups
Orientation for both day and night as well as new full-time faculty
Student, self, peer evaluations
Experience exchange meetings with other part-time faculty
Instructor handbook
Counseling and library services
Administration involvement
Outside consultants

Required KSA:

Knowledge. Classroom management, services and resources, procedures, student characteristics, institutional goals, administrative structure as it relates to them, pitfalls of new teachers, how to handle crisis situations, curriculum, rights and responsibilities of teachers, instructional development, day faculty competency in his disciplinary area.

Skills. Record keeping and grades, teaching methods, teaching techniques, curriculum, test construction and techniques, working toward objectives.

Attitudes. Student characteristics, institutional goals, administrative structure, increase instructor morale.

### B. Identify the current KSA

Present status: No experience or knowledge of teaching methodology techniques; they are subject matter experts. Not on campus often or for long periods of time. Basically unknown as people to regular faculty and administration. No knowledge of pacing of instruction. Ignorant of campus, its organization and its services. Problems of relating expertise in subject matter to teaching skills. Not yet a member of any group. Not aware of institutional goals. Don't know what resources and services are available or where to find them. No office space, facilities, or supplies. Limited opportunity for rapport with students.

Procedure: Preassess to determine needs for orientation including information about prior training or experience in teaching, what is already known about the college and student population, what KSA's are already established. (This will later be followed by a post-assessment.) Prepare a video tape of a teaching experience to be used for self-improvement, and which may be shown to others for constructive criticism. Interview full-time faculty member to discuss problems, goals of the part-time, novice instructor. Analyze what the above procedures have done or not done for previous part-time faculty. Poll experienced part-time teachers for suggestions of what their needs were at their initial entry.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. Demonstrate knowledge of institutional goals in the post-assessment | I |
| 2. Demonstrate knowledge of student characteristics on the post-assessment by conveying the ability to allow for individual student differences in teaching | M,I |
| 3. Demonstrate the use of a variety of teaching methods through student, peer, and self evaluation | I |
| 4. Demonstrate teaching effectiveness through student, peer, and self-evaluation | M,I |
| 5. Demonstrate use of instructional services through actual usage records of the library, learning center, media resources | E,M,I |
| 6. Demonstrate use of student services such as counseling, financial aid by referrals, etc. | E,M,I |
| 7. List four testing methods and procedures on the post-assessment | I |
| 8. Identify ways to use tests to measure student learning on the post-assessment | I |
| 9. Through self-report the instructor will experience a sense of job satisfaction and a high level of morale through participation in a minimum number of instructional programs | E,M |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): All objectives may be met.

Resources:

1. Faculty handbook, audio-visuals, instructional media personnel
2. Students, Chamber of Commerce, student personnel services, institutional research, handout for student to fill out
3. All available resources
4. People, printed evaluations, video tape, audio-media people
5. People, written referral guide
6. People, written referral guide
7. Samples, people, textbooks
8. People, written materials
9. Key people in administration and faculty and classified personnel

### B. Strategies for interaction

Objectives not self-directed: All

Alternatives (*optimal):

1. Workshop
2. Interaction with students and community representatives*, games
3. Workshop*, direct instruction, simulation, games
4. Work with peer* (full-time faculty in same discipline; or if not available, then someone efficient in methods)
5. Workshop*, problem solving
6. Workshop*, problem solving
7. Workshop and/or seminar*
8. Workshop and/or seminar*
9. Any kind of social activity*, teacher-student activity

## III. EVALUATION

Not completed (group ran out of time)

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

Problem One: The Part-Time, Novice Instructor

## Solution Two

I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: To provide a surburban community college with a staff of 500, part-time, novice instructors with a realistic, entry-level, in-service training program.

Sources: Comprehensive faculty handbook
Individual part-time faculty information data
Appropriate educational methodology in individualized learning format

Required KSA:

Knowledge. Knowledge of the college's policies, procedures, facilities, services, resources, and lines and methods of communication.

Skills. Basic teaching skills (stated behaviorally later).

Attitudes. A desire or motivation to improve teaching effectiveness.

B. Identify the current KSA

Present status: Have subject matter expertise but lack teaching experience, knowledge of instructional techniques, and familiarity with the college; also have a variety of backgrounds and educational experiences.

Procedure: Part-time, in-service, development staff will review personnel files; develop and provide self-appraisal form; conduct personal interviews.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education: |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. Write instructional objectives that include conditions of performance, behavioral terms, and standards of acceptability | I |
| 2. Select objectives from available sources | I |
| 3. Select appropriate materials of instruction | I |

| | | |
|---|---|---|
| 4. | Based on the determined objective, analyze the type of learning involved, and select the primary and alternate methods of instruction | I |
| 5. | Demonstrate appropriate and inappropriate question-asking and discussion practices | I |
| 6. | Use efficient and appropriate procedures for recording attendance and test results of students | I |
| 7. | Use appropriate methods and procedures for evaluating and reporting progress to students | I |
| 8. | Use appropriate procedures for measuring and analyzing the effectiveness of classroom behavior | |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): All objectives may be met.

Resources: Part-time faculty handbook; programed texts; individualized media packages (preferably portable).

### B. Strategies for interaction

Objectives not self-directed: None

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Assess course objectives according to Mager's book, Preparing Instructional Objectives | Observational technique; examination of course objectives |
| 2 | Given a set of objectives the instructor will be able to select those appropriate for his class | Self report; interview |
| 3 | Given a set of materials the instructor will select those appropriate for his class | Observational technique; course outline assessment |

| | | |
|---|---|---|
| 4 | Given guidelines of instructional techniques the instructor will select primary and alternate methods of instruction, and his selection will be evaluated | Self report; observational procedure; review of lesson plans and course outline |
| 5 | Instructor uses appropriate instructional techniques as determined in a pre-conference with instructor | Observational techniques; class visitation |
| 6 | Judge whether the class records meet the criteria of the college | Observation; examination; records |
| 7 | Instructor will show that he/she has methods and procedures | Interview; course outline |
| 8 | Instructor will give evidence for his/her successes or failures in the classroom | Observation; interview; class visits, student evaluation, self-evaluation; visit other classes |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Two: Working With The Adult Student

The Setting: College Y is a suburban school which is attempting to meet community needs by enrolling a substantial number of adult students. The faculty have traditionally dealt with only 18-21 year old students and now must relate to older students with different experiences, interests, and needs.

The Problem: The 175 instructors in the college teaching in both days and evenings, have worked almost exclusively with the 18-21 year old student. They need assistance in understanding the unique needs of the older, experienced, more mature and sometimes minority (ethnic, woman) student. These students are interested in both vocational/career courses, and in more generalized liberal arts education for self improvement. What experiences do the faculty need to increase their awareness of these students' needs? What program might the administrators offer to the students to determine these needs? What program might be offered to increase classified staff sensitivity to the returning adult student?

Advance Organizers:

1. What are the needs of the adult students?

2. How can the instructors be made aware of these students' needs?

3. What in-service experiences might be offered to the instructors so that they wouldn't only be aware of the needs but be able to both meet them and want to meet them?

4. What efforts might be made to acquaint the administration and the board of education with the need for funding and meeting these students' needs?

## Problem Three: Divisional Program and Career Education

The Setting: A well established college in urban area with a well developed and long standing division structure. Although it is a community college, the basic course offerings are in the format of a small liberal arts college. Changing populations have created a demand for more vocational and career offerings which are now beginning to be seen in the curriculum.

The Problem: The instructors are long-time employees with the college, have become very comfortable with the traditional liberal arts, humanities, science structure of their divisions, and do not see the need to "bend" their academic orientation and structure to this "non-academic breed of students." The oft heard phrase is, "If they can't make it here they won't (or shouldn't) make it in 'the big world.'" How can faculty in such a school be "made" to recognize the need for quality of instruction, oriented toward the needs and interests of the students, while maintaining their own standards of "academic excellence"? In what ways might these instructors be able to understand that excellence is evident in many ways? How could they become aware of the need for instruction that is appropriate to the vocational and life goals of their students? Develop a staff development program within the divisional structure.

Advance Organizers:

1. How can a traditional, Liberal Arts-Humanities curriculum be made to fit a vocational oriented student body while retaining the best of that traditional curriculum?
2. How can a traditional division structure be altered to become more responsive to the inter-disciplinary requirements of a vocational oriented program?
3. What procedures would be best employed to determine the needs of the students in the vocational programs so that those programs would meet their needs for both vocational/career skills and knowledge of a more general nature that will prepare them for "the good life"?
4. Who should be involved in making the initial efforts to study these areas and how might they go about getting awareness built up among the general body of instructors? (e.g. is this an administrative responsibility?; a community reponsibility?; a faculty responsibility?; a student responsibility?; a board of education responsibility?)
5. Based upon your perception of where the major responsibility lies, prepare an outline of a program to develop awareness of need in the faculty.
6. Who should establish, implement, and operate the in-service program to develop a more responsive curriculum? What about new courses for whom no one is trained to teach and teachers for whom fewer classes to teach are available?

Problem Three: Divisional Program and Career Education

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: Make faculty cognizant of the changing needs of students and the community served by the college; facilitate faculty's learning of skills needed to develop new curriculum and teaching strategies to meet changing needs; teach new, necessary knowledge, skills and attitudes to traditional faculty.

Sources: Broad-based, college-wide participation in a study of college mission and goals with refocusing on new purposes; use of an urban affairs specialist as a consultant; feasibility studies utilizing community advisory committees; a needs assessment of student body and community (involve faculty senate, student government, and all who would contribute to final product); state employment and industry reports.

Required KSA:

Knowledge. Changing community and the emerging variety of student needs, goals, and characteristics; availability of resources for dealing with the changes; availability of resources for diagnosis of student achievement levels in basic skills; follow up of former students--how did college prepare them for present job?

Skills. Developing curriculum which will develop KSA of students for "transfer" and also to be successful in specified jobs after graduation; using alternative delivery systems (or teaching strategies), such as audio-tutorial, individualized instruction, etc., to serve needs of both the vocationally oriented and academically oriented students; analyzing and evaluating the teaching/learning processes; developing curriculum by objectives; matching teaching strategies with different learning styles of students.

Attitudes. Respect for, and tolerance of, individual differences; acceptance of career goals, as well as traditional, liberal arts goals in post-secondary education; respect for the student's right to learn at whatever level he is on in achievement of basic skills; tolerance for change; an analytical/experimental attitude.

### B. Identify the current KSA

Present status: Traditional liberal arts subject matter competencies of staff are high. Lecture/discussion methods are well developed. Staff possesses curriculum development skills in traditional "transfer" areas, but by topic, not by "learning objectives." Most have a slightly elitist attitude about which student should go to college. Some remain unperceptive of the community and student changes taking place. Most tolerate individual differences of students within a narrow range.

Procedure: Ask line managers (e.g., division heads) about KSA of faculty, especially to identify those whose KSA is more similar to those required. Refer to current evaluation instruments in personnel files to measure KSA of faculty. Use student, peer, and supervisor instruments when available. Take information survey of faculty.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| Faculty will be able to identify-- | |
| 1. changing community needs related to two-year college | I |
| 2. wide variety of student needs, goals, achievement in basic skills, learning skills, etc. | I |
| 3. availability of resources for dealing with change and the wider variety of students (e.g., resources for diagnosis of student achievement levels in basic skills) | I |
| Faculty will be able to-- | |
| 4. use alternative information delivery systems (or teaching strategies) | E,M,I |
| 5. analyze and evaluate the teaching/learning processes | M,I |
| 6. match teaching strategies with different learning styles of students and to student achievement levels in basic skills | M,I |
| 7. develop new curriculum to meet new needs (and career-oriented objectives) | E,M,I |
| Faculty will show, on a reliable and valid attitude scale, increased positive attitude toward-- | |
| 8. value of a wider variety of individual differences (see A, Attitudes) | M,I |
| 9. Increased tolerance for change | E,M,I |

10. increased willingness to experiment in alternate teaching/learning modes E,M,I

11. increased analytical/experimental attitude E,M

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): All objectives may be met.

Resources: Professional library (books or other) on teaching strategies; behavioral objectives; educational technology; career program planning; variety of students in community colleges (Cross/Medsker); resources for instructional material; ERIC; NEXUS; changing urban populations; new directions of community colleges; regional resource centers (Goff's); Chamber of Commerce and City Hall pamphlets; media catalogs; educational measurement and statistics; student learning styles; etc.

### B. Strategies for interaciton

Objectives not self-directed: All

Alternatives: Micro-teaching. Curriculum development participation with expert leader. Interaction with process materials (such as those for this conference) with topic of a course or program offered students. Team teaching. Short and long-term workshops on teaching techniques, audio-visual materials and equipment, writing behavioral objectives by designated staff groups, discussion of educational concerns, conflict resolution groups. Group retreats on interpersonal relations, establishing institutional communications. Participation in major college-wide group effort in re-focusing college mission and goals.

## III. EVALUATION

Not completed due to time spent on components I & II.

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Four: Changing Teaching Strategies

The Setting: College Z is located in a very affluent suburban setting, nestled among the foothills of the local country club district. The students are quite sophisticated, have been given virtually every social and academic opportunity, but are not especially interested in pursuing four year degrees at the "ivy-league-type colleges and universities." Thus, they flock to the local community college from high school graduation with a high degree of awareness, a strong sense of visual and mediated information dissemination, and become quickly bored with traditional lecture, discussion forms of instruction.

The Problem: Students in our society are exceptionally sensitive to the most sophisticated forms of visual/verbal stimulation from their years in front of the television and from years of pictorial magazine reading and movie watching. Faculty often feel that they must cater to these students because the students become quite bored and blasé about lecture-discussion forms of instruction. How can the instructors become truly aware of their students' visual awareness/visual literacy and develop a corresponding degree of visual presentation in their own instruction? How can change in teaching strategies be initiated?

Advance Organizers:

1. The students have been raised on programs and television commercials which are exceptionally effective visually. They have before them a wealth of high quality programing techniques (even though the content itself may be no challenge).
2. The anthropology instructor must compete with the ASCENT OF MAN; the history instructor must compete with CIVILIZATION, KING HENRY VIII, and ELIZABETH R, to cite a few recent examples. In addition, commercial broadcast television presents certain "specials" which are expensive, slick, polished, and visually stimulating.
3. School districts do not have staff or budgets (at present) to compete with the best of the visual media (television or book and magazine publication).

## Problem Five: Institutionalizing Instructional Development

The Setting: The college is located in a suburban area and has made a general commitment to developing modules of independent studies instruction. The student body consists of about 7,000 FTE day students and about 8,000 FTE evening students. Curriculum between day and evening operations is shared as is the teaching load for day instructors who must teach at least one course of their full-time load in the after 4:00 hours.

The Problem: The size of the student body compared to the size of the total faculty requires that some instruction be developed for independent studies. An adequate base of equipment exists to do this, but there is a significant lack of program material. How can the Instructional Development Office assist faculty in finding commercially available material, and, in developing locally prepared material, to provide the programs needed for this independent studies mode of instruction? What material may be developed by other schools (secondary, community college, or college/universities) which may be applicable to this instructional program? How can the instructional development process be institutionalized so that every faculty member will have it available and will want to use it for course redesign?

Advance Organizers:

1. Production planning, development, evaluating, and revising are expensive and time consuming tasks. How can the local school get the best quality instructional programs without re-inventing the wheel if good material is available from other sources?

2. What programs of in-service activity will help to overcome the syndrome known as "NDH, NDG"? ("Not Developed Here, No Damn Good")

3. Commercially available as well as institutionally developed software is available from a number of sources. How can the Instructional Development Office preview and work with faculty in determining the appropriateness of various materials to their own instructional program?

4. What program of in-service instruction could inform faculty of sources of program materials?

5. What program could instruct faculty in methods of developing their own software?

6. What methods might be developed to inform administration (Deans, President, Superintendent/Chancellor, and the School Board) of the costs of acquiring and/or developing materials as compared to the costs of "direct instruction."

## Problem Six: Renewal

The Setting: College Y is in a major metropolitan area. It has been open for nearly 50 years, has well established programs, a high percentage of certificated staff on tenure and quite a large proportion of classified staff who are on permanent status with the school and many years of service. There is a certain sense that "you cannot fight city hall" among all the members of the staff; a certain "hardening of the categories." The sense of futility has created both a measure of rebellion among some and a feeling of "who cares/what the hell" among the opposite camp. There are 250 full-time instructors and about 95 classified staff (directly supporting instruction) and 15 top-level administrators.

The Problem: There is a major need for individuals to feel a sense of renewal. The balance between stability and change is currently skewed toward stability and this creates considerable frustration in the metropolitan area with its changing community population and instructors and staff who are aware of the need to adapt and change to community pressures. How can renewal occur so that it does not leave a feeling of revolution? What can be done to allow sometimes drastic change while imparting a sense of work together to plan programs to meet needs? You will need to prepare a model program incorporating the above groups in your design.

Advance Organizers:

1. Who are the opinion leaders in the various groups to help you establish a pilot program?
2. What role can staff play in the total "renewal" effort?
3. How can faculty be encouraged to alter approaches and programs which may be outmoded or undesirable for current needs? (Class attendance and enrollment figures may provide a beginning.)
4. What methods could best be used to provide an ongoing climate of renewal? That is, how might we continue a feeling of dynamic equilibrium?
5. What would you design as a program for administrators to keep abreast of (a) program needs, (b) faculty needs, (c) staff needs, and (d) community interests?
6. How can present renewal programs such as sabbaticals, research and innovations funds, other release time funding, etc. be redeveloped and utilized for the total staff?

Problem Six: Renewal

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: Lack of communication, formal or informal, has created alienation and intimidation on the part of some of the staff, bringing about a need for renewal.

Sources: Community needs assessment
Identification of community leaders
Student and staff opinions of the institution
Identification of staff leaders

Required KSA: The faculty needs an opportunity to explore alternative methods for achieving instructional goals. The administration needs to exercise more leadership in providing opportunities for curriculum change, instructional strategies and broader participation in decision making. The staff needs to be knowledgeable of the make-up of the community (i.e., segments not presently served by the college). There is a need for attitudinal changes on the part of the staff in regard to openness, flexibility and receptivity to change.

### B. Identify the current KSA

Present status: The staff is generally unresponsive to changing modes of instruction. The faculty tends to use the lecture/lab method. There is limited initiative on the part of administration to provide opportunities for curriculum change, new instructional strategies, or broad participation in decision making. Leaders of community interests have no vehicle for conveying the interests and needs of persons or groups they represent. Due to changing population, the staff is no longer representative of the community it serves. The staff includes a rebellious group, some individuals who are aware of the need to adapt and change to community pressures, and a majority who are just apathetic.

Procedure: (not completed by this group)

### C. Determine gap between required and current KSA

Needs (objectives):

1. 70-80% of the identified staff will be able to demonstrate their knowledge of alternative methods of achieving instructional goals by developing, using, and evaluating two or three instructional modules

### D. Determine which needs can be met in ways other than education:

Environment, Motivation, Instruction

I

2. Each administrator will be able to identify, in writing, his/her responsibility for curriculum change, instructional strategies, and his/her role in the decision-making process M,I

3. 70-80% of the staff will be able to identify various segments of the community not presently served by the college I

4. A majority of staff wil respond positively to a series of statements related to attitudes, including openness, flexibility, and reception to change M,I

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives: 1, 3

Resources:

1. Purchase commercial packages such as James Popham's individual instruction slide tape; Educational Technology's "Individualizing Instruction;" Ivor K. Davies' Competency Based Learning; James Russell's Modular Instruction.

3. Develop a package of information on the community, possibly in a sociology course with slides developed by students in a photography course or club. A media specialist might be called on to put this into a slide-tape package with an interactive package which would include statistical information.

### B. Strategies for interaction

Objectives not self-directed: 2, 4

Alternatives:

2. Could also be accomplished by self-instructional material in a group situation to include some faculty. Mager has a package on criterion referenced instruction which he suggests supervisory personnel also take along with instructors.

4. Group sensitivity seminars; workshops; casual small group discussions.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Develop, use and evaluate checklist (consensus between staff developer and faculty members) | Observation of the validation of the modules |
| 2 | Peer and self-evaluation | Self-report; observational |
| 3 | Participate in a slide-tape show directed at segments of the community not presently served | Written test; changes in programs for new students |
| 4 | Complete an attitudinal inventory | Self-report; observational; checklist |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Seven: Personal and College Goals

The Setting: College A is an individual school in a 12 school metropolitan community college district. There are numerous district wide policies and procedures and the average staff member has begun to feel like a "cog in the machinery." With limited administrative staff and no "staff development coordinator" or "professional development facilitator" there is no adequate method to help staff identify their own goals.

The Problem: How can we help the person develop as a "whole person"? In what ways might we help the individual staff member to identify his own needs (personal, professional), and then set up a specific program of objectives to be met over some specified period of time? How can both college and personal/professional goals be identified and then meshed into a plan that aids both the school and the individual?

Advance Organizers:

1. What techniques are best adaptable to helping staff identify and/or define their goals (personal and professional)?
2. In what ways might the college counseling staff be included in (a) setting up the guidelines for such a program, (b) providing testing and evaluation in such a program, (c) consulting with the staff on personal goals, and (d) helping the staff in determining professional goals?
3. How can individual staff be confident that if their professional (or personal) goals are not in line with their current employment situation there will be no punitive actions taken as a result of this program of identifying new directions, mid-career changes, or alternative life styles?
4. Where might the budget for such a program be derived considering that (a) a professional development staff will need to be established, (b) release time or compensatory time will need to be provided for staff in such a program (in many cases), (c) the counseling staff may need time and money to assist in the development of the program, (d) supplies and materials will be required to continue the program, (e) etc...???

Problem Seven: Personal and College Goals

## Solution One

### I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: How can we help staff members develop as participating, effective, contributing members of the institution? (Note: We were held up for some time trying to settle on "whole person" concept. We decided that it was not the institution's prerogative to define "whole person".)

Sources: Knowledge of decision-making processes on campus.
What are the legal parameters?
What is the social milieu of the district?
By what means has problem surfaced?
What is the profile of staff members?
(age, tenure, ethnicity, sex, etc.)
What kind of support is available to help solve problem?
Policies and procedures for professional advancement?

Required KSA: Knowledge of existing institutional organization and goals. Knowledge of mechanism for change within organization. Are the goals of the institution compatible with the goals of the average staff member. Develop skills in interpersonal relations. Skills in identifying personal and professional needs. Attitudes of self-worth, risk-taking, flexibility, and tolerance.

B. Identify the current KSA

Present status: Dehumanized, overworked, malaise on staff; not feeling involved, apathetic, lack of professional identity; dissonance in role perception of individual and institution; disenchantment with formal lines of communication. Staff recognizes there is a pervasive problem, desires change, and is receptive to consultants coming on campus.

Procedure: Complete a staff attitudes survey (off campus) with a consultant. (Later staff will evaluate role and effectiveness of the outside consultant.) Review accreditation self-study recommendation. Staff will identify formal and informal lines of communication and governance as well as decision-making policies. Survey students as well. Study written policies and procedures.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education: |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. Demonstrate knowledge of existing institutional organization and goals, and mechanism for change | E,M,I |

| | |
|---|---|
| 2. Demonstrate acquisition of skills in interpersonal relations | E,M,I |
| 3. Administration will demonstrate sensitivity to individual staff members and a commitment to ongoing processes for communication | E,M,I |
| 4. Staff member will be able to relate a degree of congruence between his personal-professional goals and those of the institution | E,M,I |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 4 (4 also interactive)

Resources:

1. Media presentation, "Orientation to the College;" faculty handbook; procedures manuals; material written on theories of change.

4. Statement of individual's personal and professional goals for comparison with institutional goals. Self-instructional packet for the institution should be developed.

### B. Strategies for interaction

Objectives not self-directed: 2, 3, 4 (4 also self-directed)

Alternatives: Objectives 2 and 3, task oriented human potential seminar. Objectives 2, 3, and 4, retreat; weekly or periodic staff meetings; management consultants; consortium with other colleges; exchange visits; develop MBO's; workshops and seminars.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Description of procedure for new course approval as technique for change | (Sample) completed course approval request form |
| | Presentation by division head to division on "How change occurs at X college" | Observational technique: checklist for faculty. Self-report techniques: questionnaire survey. |

| | | |
|---|---|---|
| | Sociology/history departments develop survey recording major historical changes in the institution (enrollment, majors, faculty profile) | Observational techniques: completed survey evaluated by faculty (e.g., checklist or rating scale or faculty reaction. |
| | Demonstrate awareness (verbally) and in writing) by completing data for organizational chart, citing established institutional goals and by categorically relating formal processes for institutional governance | Observational techniques: interview.<br>Test (written) |
| 2 | Acquisition of interpersonal relations skills | Test and observation: demonstrate skills, as indicated on student and peer evaluations and/or conducting a task group to a successful conclusion |
| 3,4 | Written plans by staff member for future plans based on<br>1) visit with colleague<br>2) visit to distant institution | Test: written essay sent to administration |
| 4 | Written 5 year personal and professional plan for each staff member | Observational (checklist) |
| | Recommend a new course, service or program based on need of a local community organization | Self-report |
| | Written essay based on Alan Toffler's Future Shock and its relation to college education and personal/professional goals of a staff member | Test: written essay sent to administration |
| | Demonstrate a knowledge of the institutional goals (assuming acceptable goals exist) | Pass a written test |
| | Complete a personal/professional goal analysis | Complete a personal diagnostic survey |
| | Identify areas of congruence and non-congruence between personal and institutional goals | Complete a survey analysis process |
| | Produce a personal plan for increasing congruence | Observational checklist |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Eight: Improving Communications

The Setting: Make this problem fit the setting chosen by your discussion group. It is a basic problem regardless of the college size; the methods of dealing with the problem will vary according to need.

The Problem: Effective communications on a campus-wide basis. How can a program of effective, multi-directional communications be established?

Advance Organizers:

1. Communications includes the following groups: (a) administrators, (b) faculty, (c) classified staff, (d) students, (e) district level personnel, (f) board of trustees, and (g) community members.

2. Communications must be established both formally and informally. (e.g. formally = meetings, newsletters, policy/procedures forms; informally = person-to-person, non-threatening situations, socially, off-hours, etc.)

3. What methods would [illegible]fective for each kind of communications needs? (e.g. staf[illegible] person-to-person talks, newsletters, radio or televisio[illegible] etc.)

4. Communications are not just one-way; in such a multi-variate group they are not just two-way, they are multi-directional. Because of the multiplicity of directions and the formal and informal modes, how can rumors be controlled?

Problem Eight: Improving Communications

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: Create, foster, and encourage the positive interpersonal relationships which allow the constituencies (administrators, faculty, classified, students, district level personnel, board of trustees, community member) of the college to effectively accomplish the institutional mission.

Sources: People (see above)
Information about the organization
Mission statement of the organization
Previous problem in the institution
Size of the institution
Distances between colleges of the district (if appropriate)
Differences in ethnicity, language, backgrounds

Required KSA:

Knowledge. Formal/informal channels of communication; structure of the organization; forms of communication; human behavior; interpersonal relationships; mission of the college; how to communicate.

Skills. How to--listen; be supportive; confront; be patient; invite communication; make decisions; resolve conflicts; solve problems; make accurate perceptions; be authentic in behavior and actions; drop facades; deal with reality; assess needs; organize thought; convey meaning and thought in writing and speaking; relate to a variety of people with varying abilities, backgrounds, etc.; be honest, open, genuine; trust and be trustworthy.

Attitudes. Valuing people as people; valuing another's input; acceptance; respect; non-judgemental; honesty; openness; courage; trust.

### B. Identify the current KSA

Present status: Within the institution there is some knowledge of the forms of communication. The mission of the college lacks clarity. The roles, functions, responsibilities of people, and segments of the college lack clarity. There is insufficient awareness of and responsiveness to the constituencies served. There is a lack of acceptance, by some, of the mission of the college. There is a lack of commitment to the importance of communication and interpersonal relationships. There are few models of effective interpersonal relationships and communication skills in our institutions. There are individuals and groups within our institution who are concerned about, and want to improve, develop, and increase their skills, communications, and interpersonal relationships. (Effectively communicate, relate to, and with others.)

Procedure: Interview with samples of each group to determine needs; check lists to identify where there are problems with communication, and to set priorities with regard to KSA; analyze organizational structure to see what communication channels are used; analyze student evaluations to determine/evaluate student-instructor communications/interactions; analyze written communication to check how it is received; survey originator, receiver groups, evaluate flow process, review procedure; make observations; try to determine organizational climate through use of checklists, interviews, and observations.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education: |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. College constituents will prepare a definitive statement of the mission of the college with provisions for ongoing evaluation and revision of the statement | E,M,I |
| 2. Staff will improve, increase, and develop their interpersonal skills toward improvement of the interpersonal climate of the institution | E,M,I |
| 3. Staff will improve, increase, and develop their communication skills, and thus improve communication within the institution | E,M,I |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 2, 3, could be partially met by self-study. This would be particularly true of the theoretical content and knowledge associated with each.

Resources: All three objectives would require budget, personnel, facilities (space),equipment and media.

Budget. Instructional materials and services.
Personnel. Staff; outside consultants; inside staff.
Facilities. Space for independent study; conference room; large group rooms; off-campus conference facilities.
Equipment. Wide variety of support equipment; audio visual; duplicating; etc.

### B. Strategies for interaction

Objectives not self-directed: 1, 2, 3. As indicated, the theoretical content could be handled with self-study. However, interpersonal action, group work, etc., is critical to achievement of these objectives, all related to interpersonal and institutional communication. Opportunities for learning and practice must be provided.

Alternatives (*optimal)

1. Interaction: group experience, discussions, *observations, *visits to other institutions, workshops, simulations, problem solving
2. Interaction: group experience, *individual counseling, problem solving, role playing, simulations, workshops, observations
3. Interaction: group experience, problem solving, simulations, practice in writing and role playing, *visits to other institutions, *observations

## III. EVALUATION

A. State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Preparation of mission statement | Either the mission statement is prepared or it is not; evaluate on criteria checklist |
| | How many of the constituents participated? How well is mission statement understood? | Observation techniques: keep lists of group names of constituencies represented; keep a checklist of numbers of times publications within and without the institution referred to the process and product; write down mission statements; ask sample of constituents what they mean, how important are they, personally to the institution |
| 2 | To determine the presence and effect of improved, interpersonal relationships on constituents and the institution in general (ask groups/individuals to specify what an institution would be like if the interpersonal relationships were improved. These lists of qualities, attitudes, skills, etc., could be used in developing the checklists, evaluation forms, rating scales). | Observation and self-report techniques:<br>1) Checklists to each group of constituents. Pre and post measures should/must be utilized.<br>2) Survey.<br>3) Outside consultant, interviews, observations.<br>4) Evaluation forms distributed<br>5) Rating scales.<br>6) Attitudinal measures. |

| | | |
|---|---|---|
| | Have opportunities for improving/developing interpersonal relationships been provided? | Checklist |
| 3 | To determine the presence and effect of improved communication on constituents and the institution in general (ask groups/individuals to specify what an institution would be like if there was effective, improved communication within an institution. These lists of qualities, attitude, skills, etc., could be used in developing the checklist, evaluation forms, rating scales). | Observation and self-rating:<br>1) Check lists to each group. Pre and post measures should/must be utilized.<br>2) Outsider make observation.<br>3) Interviews.<br>4) Rating scales.<br>5) Attitudinal measures. |
| | To determine whether or not opportunities for the development, improvement, increasing of communication skills have been provided. | Checklist. Check for increase<br>1) Activity.<br>2) Interest.<br>3) Requests for more opportunities. |

### Summary

We believe evaluation of these objectives will be complicated and complex. It is a task not to be undertaken lightly. Evaluation may well require a great deal of time and the services of an outside consultant to construct evaluation measures and conduct and carry out the procedures, interviews, etc., which are required.

As a further footnote, it should be noted that these objectives relate primarily to affective, subjective concerns. Thus there is little information on their development, implementation, and evaluation. There is little definitive research on process outcomes of this nature. Yet, we believe they are worthy and of essential concern to institutions as they grow, develop, expand, and attempt to meet the needs of students and all other constituents in the years ahead.

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Nine: Involvement in College Direction

The Setting: This college is located in a rural area, with a small faculty and student body, and quite isolated. The president of the college feels that their should be a "mission" of the school, but has not quite developed a plan for spreading his ideas to the staff and faculty.

The Problem: How can the president get the entire staff involved in identifying the "mission" (goals) of the college?

Advance Organizers:

1. The president has his own sense of the "mission" of the college which he will want to impart to the faculty relatively intact, yet the faculty must be involved to make the effort succeed.

2. Would a program of master planning be appropriate to this goal clarification?

3. In addition to defining and refining the goals of the college, the staff will need to consider methods of implementing any goals which are chosen.

4. What staff development efforts might be made to coordinate or implement this program of "institutional renewal" as compared to "individual renewal"?

## Problem Nine: Involvement in College Direction

### Solution One

## I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: How can the president get the whole staff to implement the goal of providing regional cultural enrichment?

Required KSA:

Knowledge. Awareness of regional resources allied to specific disciplines; knowledge of and rationale for the goal; awareness of characteristics peculiar to comprehensive community college.

Skills. Competency in working with students.

Attitudes. Appreciation of local heritage.

B. Identify the current KSA

Present status: Generally unaware of regional resources; little understanding of this goal and its rationale; little knowledge of characteristics of community college; "average" competency in working with students; little knowledge or appreciation for local heritage.

Procedure: Interviews; surveys; personnel files; test results; student evaluations; observations.

C. Determine gap between required and current KSA

D. Determine which needs can be met in ways other than education:

| Needs (objectives): | Environment, Motivation, Instruction |
|---|---|
| 1. Explore and list regional resources | E,M,I |
| 2. Relate resources to specific goals | E,M,I |
| 3. Show how resources can be utilized to accomplish goals | E,M,I |
| 4. Participate in dialogue involving goal-setting and the rationale behind each goal | E,M,I |
| 5. Demonstrate a knowledge of and sensitivity to characteristics of comprehensive community college | E,M,I |

6. Demonstrate competency in working with students E,M,I

7. Participate in activities designed to foster an appreciation for local heritage E,M,I

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 2, 3, 5, 6, 7

Resources: Media (film, video tape, exhibits, slide tape; budget; citizen advisory committee (this resource should be strongly emphasized); some released time for college personnel; emphasis on existing college and community facilities; transportation facilities; etc.

### B. Strategies for interaction

Objectives not self-directed: 4

Alternatives: Brainstorming; rap-sessions; series of sessions to share findings and experiences of both staff and community

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | At least 25 resources | Pre and post-experience listing |
| 2 | Two or more resources per goal | Questionnaire |
| 3 | Resources accepted through group consensus | Rating scale |
| 4 | Participation by staff | Checklist |
| 5 | List of ten major characteristics | Questionnaire; informal test |
| 6 | Evaluative checklist | Checklist |
| 7 | Statement of participation | Checklist; anecdotal records |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Ten: Job Satisfaction and Mobility

The Setting: This community college is in a suburban area surrounded by several metropolitan centers. The school is about 12 years old and has a well established program and many staff members who have been with the school since its inception.

The Problem: There is a need for a staff development program which will help classified staff (primarily clerical) to maintain or re-develop job satisfaction, a sense of job mobility when it is desired, and to feel the importance of their current job to the total effort of the college. This program would need to include retraining clerical staff for different positions (perhaps even para-professional opportunities).

Advance Organizers:

1. Clerical jobs tend to be boring and job dissatisfaction is quite a consistent problem.

2. There is limited mobility possible, and retraining for different jobs within the college is expensive as well as leading to higher error rates on the job.

3. Clerical staff may not have the awareness of their dissatisfaction, but possess a more general feeling of hopelessness. How can this awareness be developed so that they can focus on issues rather than more amorphous general feelings?

4. When internal change is not possible, what programs might be developed which would help staff clerical persons to feel their own worth in (a) the college, and (b) as persons? (This assumes, of course, that they do not have enough other interests outside the college which would give them this sense of personal worth. Those who have personally satisfying outside activities would need only to be involved in programs which would help to clarify the worth of their own jobs.)

5. Does the staff identify with the college? Do they understand the role of the community college?

Problem Ten: Job Satisfaction and Mobility

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired KSA

Problem: Job dissatisfaction is a direct result of the classified employees feelings of second class citizen status. There is a lack of recognition of the accomplishments of classified staff members as well as a lack of understanding of the importance of their position to the college. Some positions are boring and do little to satisfy the individual's sense of accomplishment. How may classified employees be offered opportunities to improve job satisfaction, to become upwardly mobile, and to achieve a more adequate sense of institutional and personal worth?

Sources: Personnel procedures as outlined in staff handbook
Job descriptions vs. actual responsibilities
Classified employee evaluations
Classified employee organizations
Salary schedules
Outside consultants for personnel survey
Classified employee supervisors

Required KSA:

Recognize that each staff member is a person of worth and will perform in the manner he is treated. Recognize and understand the importance of the positions held by classified staff. Recognize that the classified staff, as well as the certificated staff, must have an avenue for personal and professional development. Recognize the need for social and professional interaction among all staff. Recognize that financial remuneration is an indication of the importance of any position. Recognize that personnel must be properly placed in accordance with their educational background, skills, and experience.

### B. Identify the current KSA

Present status: Many inequities exist in job situations. Some staff members are locked into dull, routine work that does not satisfy. "Why do more work than is specifically requested--no one appreciates it; why should I learn his job, I'll just have to do more for the same pay; why should I come to work on time, no one else does; I'm expected to have enough initiative to handle things during the summer when my supervisor is gone but am not allowed to do the same things when he returns in the fall;" are revealing comments from staff members. There is a lack of mobility which has resulted in personnel being misplaced according to their skills and or desires for advancement. Lack of communication between classified and professional staff has added to the feelings of hopelessness.

Procedure: Secure an outside consultant firm to conduct a survey of job descriptions vs. actual responsibilities, salary schedules, etc., to determine where inequities exist. Interview formal and informal leaders of classified staff. Meet with classified employee organizations, supervisors of classified, etc.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education: |
|---|---|
| Needs (Objectives): | Environment, Motivation Instruction |
| 1. Supervisors will identify the procedures, as well as the incentives and rewards available for personal professional growth of staff under their supervision. | I |
| 2. Each staff member in a conference with his supervisor will identify a plan through which he may achieve a job classification that matches his educational background, his skills, and his experience. | M |
| 3. Each staff member will make an evaluation of his personal on-the-job satisfactions as well as those areas which might be changed toward improvement of job satisfaction (in writing or in conference with supervisor. | M,I |
| 4. Each staff member will record, in the self-evaluation of job satisfaction, those opportunities at the college for social and professional interaction experienced during the given year, and the degree of satisfaction experienced. | M |
| 5. Each staff member will record annually in writing at least four instances of personal incentives (salary, praise, recognition, etc.) received from the college through the administration, the immediate supervisor, or a peer. | M |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 2

Resources: Financial support for incentives for personnel; conference travel budget for classified personnel; released time for appropriate class attendance; etc.

B. Strategies for interaction

Objectives not self-directed: 3, 4, 5

Alternatives: Non-punitive job evaluation rating scale; opportunities for social interaction (e.g., meetings, receptions, division social affairs, personal recognition affairs); professional interaction (workshops, conferences, college visitations, in-service classes); improved communications (newsletters, college directory, bulletin boards, informal gatherings, etc.); adequate budget for various events; informal conferences between supervisor and classified personnel; inclusion of classified staff on college committees; in-service work in simulation, role playing, sensitization experiences, etc.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Preparation of professional growth plan acceptable to classified, certificated, and administrative staff, and implementation within 2 months | Classified staff are receiving advancement opportunities and "growth pay" (self-report; observation) |
| 2 | Development of personal growth plan | Participation of 65% of staff within one year (by count) |
| 3 | Supervisors recognize good work (in writing or orally) 90% of time | Questionnaire; written report by staff |
| | Informal meetings with staff to share problems (one meeting in each one or two month period) | Self-report by supervisor |
| | Develop and implement a non-punitive evaluation system | Observation and self-report (rating scale; checklist; interview; etc.) |
| 4 | Increase social and professional interaction | Combined all-staff social activities with 60% staff participation within 1 year; participation of 75% of classified staff in decision-making process within 2 years; questionnaire to all staff to determine perception of program success |

| | | |
|---|---|---|
| 5 | Observed changes in supervisors attitudes and behavior toward classified staff | Observation and self-report techniques: rating scale, self-evaluation |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Eleven: Redeploying Faculty

The Setting: The college is in a suburban area, nestled among the foothills, yet quite close to rural activities. (It is the transition area between major metropolitan areas within 50 miles, and a mass of small rural farms.) The curriculum is predominantly vocational with emphasis on agriculture and animal husbandry. There is a good technology program for small engine repair, machine tools technology, construction trades, welding, and the typical liberal arts courses needed for general education.

The Problem: The curriculum is diversifying enough to meet community needs, but it consists of several expensive low utilization programs for the size of the school. How can the faculty and administrators work together to define the major goals and responsibilities of the college, to reduce the expense for programs, and to maintain job security for the faculty? Faculty need to be redeployed to teach in new areas, areas in whjch they are not trained.

Advance Organizers:

1. The programs currently in operation are needed by the community, but attendance in any given program is not substantial. Most students attend during the 8:00 a.m. - 2:00 p.m. time with a small evening program in operation which is beginning to expand considerably.

2. Most instructors are tenured and have degrees in basic, traditional areas or the technology and husbandry areas listed.

3. Growth is going to occur in vocational and highly specialized areas.

## Problem Twelve: Minority and Female Awareness

The Setting: The college is in a major metropolitan area, but is located in a suburban community. The student population is somewhat representative of the community population in terms of ethnic mix. The bulk of that population is "anglo," with "chicano/latino," "orientals," and "blacks" in smaller, but significant representation in the order stated. The community is probably quite typical for a California community. Rapid growth of minorities and returning women.

The Problem: How can faculty and staff become aware of and value the unique contributions and learning needs of these minority groups? What type and scope of "in-service" program could help to increase both the awareness and sensitivity of faculty and staff to various minority groups and women?

Advance Organizers:

1. The faculty are aware that minority members attend the college, but they have no sensitivity in a general way to the unique capabilities and learning difficulties of being bilingual and bicultural.
2. The staff who must deal with ethnic minorities often do not understand their "attitudes" or "approaches" to dealing with paperwork, procedures, etc.
3. What might be done to aid the minorities, themselves, in better relating to the college staff?
4. How could the faculty "be made" more empathetic for the bilingual student with a limited background in certain "academic disciplines"? (e.g., the faculty member who says, "They'll cut it in my class or they're out!") At the same time there is NOT a need to reduce academic standards, merely to present information so that it is more usable.

Problem Twelve: Minority and Female Awareness

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: How do we improve staff awareness and develop sensitivity toward special minority needs and interests and provide for the development of programs and materials to address those needs and interests? How do we facilitate the entry of women and minorities to the institution and promote their successful participation in the educational processes of the institution and meet their special educational needs?

Sources: Inform faculty and staff about the basic area and scope of concern, inviting input about known problems and identified problems
Develop, disseminate, collect and analyze institutional inventory on student characteristics
Student evaluation
Entry/exit questionnaire for women and minorities
Consultants on human resource development and potential

Required KSA: Concerning the needs of women students -

Knowledge. Special counseling needs, available resources, financial problems, necessary supportive services such as child care, concepts in human potential and development, status of women/minorities.

Skills. Interpersonal communications, locating, utilizing or developing appropriate materials.

Attitudes. Awareness of sexist language and the ability to identify language as such and to utilize appropriate language, understanding of role of women/minorities.

### B. Identify the current KSA

Present status: Primary experience has been with "traditional" post-secondary students. The college has a traditional curriculum. There are four women or minorities in management or leadership roles. Staff is open to change and is reasonably flexible in its organization. No overt resistance from counseling, faculty, or administrative staff members.

Procedure: Institutional inventory developed by staff, utilizing outside assistance if necessary. Examination of demographic information on potential population to be served. Interviews with staff and individual self-report.

C. Determine gap between required and current KSA

D. Determine which needs can be met in ways other than education

| Needs (objectives): | Environment, Motivation, Instruction |
|---|---|
| 1. Administration interprets institutional guidelines for financial aids in support of women and minority groups | I |
| 2. Staff designs course content which meets special needs of female students and incorporates appropriate language | M,I |
| 3. Counseling staff maintains information relative to felt and satisfied needs of female students | M |
| 4. Counseling staff establishes liaison with individual female students and female groups in the community and on-campus | E,M |
| 5. Faculty develops programs and resources to meet special needs of female students and demonstrates awareness of college resources | M,I |
| 6. Publications of the college show women in diverse career roles and use appropriate language | E,I |
| 7. Staff recognizes clues which indicate a discrepancy between the potential of returning women students and their self-concepts | M,I |
| 8. Faculty provides informal counseling related to classroom behaviors and refers individuals to appropriate campus or community services | E,M,I |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package):

1 & 5 Mini-courses developed and offered to faculty on such topics as Institutionalized Sexism, Current Legislation, Cultural Awareness of Women.

3 & 4 Counseling liaison - Reading current literature and discussing the literature and information in informal groups; identify local organizations with strong interests in women and minorities.

Resources: Re-assigned time for faculty and counselors to examine, modify, or develop appropriate materials; incentives for workshop participation (re-assigned time or salary adjustment); data processing time, staff and materials access; portable video tape equipment; adequate funds to utilize outside consultants (state human resource personnel may be available); travel for staff to visit "model" programs or facilities; adequate office space for faculty and counselors; special materials and media allocation for women's literature, media, etc.

### B. Strategies for interaction

Not completed

## III. EVALUATION

Not completed (group ran out of time)

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

Problem Twelve: Minority and Female Awareness

## Solution Two

I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: Need to develop a positive action program to translate awareness and sensitivity into specific objectives for instructional programs and related activities.

Sources: Information from community organizations
Right's groups, i.e., Women's groups, NAACP, MECHA
Government agencies
Other colleges and educational organizations
Graduates of affirmative programs

Required KSA:

Knowledge. Changing role of women in American Society; economic status of women and minorities; culture, values, and organizational systems of minorities; linguistic patterns and dialects.

Skills. Relate with sensitivity and flexibility in interpersonal relationships; ability to communicate with women and minorities within their frames of reference; ability to reduce use of stereotypes and epithets.

Attitudes. Acceptance of life styles of others; respect for own and others self-worth; acceptance of student attitudes and feedback.

B. Identify the current KSA

Present status: Staff and faculty insensitivity to minorities and women; lack of understanding of contributions and capabilities of women and minorities.

Procedure: Poll of supervisors and related personnel; hold individual conferences; student contact and feedback.

C. Determine gap between required and current KSA

Needs (objectives):

Knowledge

1. After a specified period of in-service training the participant will identify four major changes in women's and minorities' role and economic status in American society in 1975

D. Determine which needs can be met in ways other then education

Environment, Motivation, Instruction

I

2. Identify five effects of the changing role of women and minorities on the college program — I

3. Identify three curriculum changes effected by the changing role of women and minorities — I

4. List five linguistic patterns common to minority dialect — I

### Skills

5. A staff member will have ten minutes of on-the-job discourse without resorting to stereotype terms, epithets, and negative statements — E,M,I

6. The faculty or staff member voluntarily permits women and minority group members to explain their frames of reference as it relates to a particular situation — M

### Attitudes

7. The faculty member voluntarily permits the student to design a learning experience intended to affect a change in student attitudes toward women and minorities — E,M

8. The faculty member will voluntarily write, or rewrite, one unit or section of a course as appropriate to the course, to reflect acceptance of changing life styles of women and minorities — E,M,I

9. The faculty member will accept responsibility for voluntarily sharing his values with others and accepting their values within a group situation — M

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 2, 3, 5, 6, 7, 8, and 9 can be met by use of self-instructional resources including books, programed instruction, conference attendance, and other self-instructional forms of media.

Resources: Conferences, re-assigned time projects, text and reference books, periodicals, audio visual media and equipment, sufficient budget.

B. Strategies for interaction

Objectives not self-directed: 1, 2

Alternatives: (*optimal)

1. Workshops, *retreats, conferences, symposiums, and audio visual media. The optimal approach would be an interactive retreat. (objectives 7, 9)
2. Workshop with a minority student conversant with the dialect and a linguist as leader; symposiums and audio visual media. (objective 5)

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | List two changes in women's roles and economic status; list two changes in minority roles--economic status | Oral assessment; written list |
| 2 | Demonstrate awareness of the changing role of women and minorities in the college program | Checklist |
| 3 | Demonstrate awareness of curricular changes effected by women and minorities | Written list |
| 4 | List and demonstrate five linguistic patterns | Written list |
| 5 | Student designed learning experience | Interview, self-report |
| 6 | Student discourse without criticism ... | Observation, anecdotal record |
| 7 | Faculty/staff explanation of frame of reference ... | Self-report, interviews |
| 8 | Produce a re-written unit or section for course | Self-report, interview, observation |
| 9 | Demonstration: note positive faculty reactions | Interview, "How did it go?" |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

# Problem Thirteen: Getting Back into the Twentieth Century

The Setting: The college could be in any location; the key factor in this school is that the roles played by various individuals are very tightly defined and traditional. The president is in his office setting policy; the dean of instruction looks at curriculum and hires and fires faculty; the faculty "teach" and avoid the administration whenever possible; the librarian orders, catalogs, and distributes books, the audio-visual coordinator distributes equipment and handles film orders; and the staff attempt to keep up with everyone.

The Problem: How can individuals become more open to redefining their traditional roles in favor of greater awareness of and sensitivity to the needs of their professional colleagues and the community college movement nationally?

Advance Organizers:

1. Roles often become ossified long beyond their usefulness.
2. As many people as possible should take part in setting policy for the college; how can a greater span of involvement be developed for non-traditional roles? (e.g., How might the librarian become more involved in setting policy, working with faculty, and reassessing methods of dealing with students?)
3. In what ways might a staff development committee assist the various personnel to develop new skills in innovative programs, more effective ways of operating current programs, etc?
4. In what ways might a weekend retreat for college personnel be effective in opening up ideas for non-traditional roles?
5. Should an outside consultant (e.g. Leadership Resources, Inc.) be invited to come in to assist in this type of staff development?
6. Traditional roles are very comfortable, but also terribly stifling. How might the best of security be balanced with the best of change?
7. How can college personnel be made aware of and value what is happening in the "outside world"?

Problem Thirteen: Getting Back into the Twentieth Century

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: A communication gap exists within the various levels of the college. There appears to be little interaction between individuals at various levels of administration and staff. There is no common decision-making process--little group participation. There is apparent dissatisfaction with this current situation.

Sources: College organization chart; standing committees on campus; policies and procedures manuals; college goals, philosophy; current curriculum emphasis; student body characteristics; community characteristics; four-year school requirements; accreditation reports; consultant studies; literature; information from other colleges; length of staff service; promotion procedures; tenure; conference, travel, workshops; on-campus survey; student survey.

Required KSA:

Knowledge. Data on off-campus training programs, student input, evaluation capabilities, self-assessment.

Skills. Off-campus training programs, believable leadership, skills in interpersonal relations.

Attitudes. Willingness to change, motivation to learn, desire to be involved in change, desire to meet changing needs of students; respect for skills and responsibilities of others; tactfulness, willingness to experiment, evaluation capabilities, self-assessment.

### B. Identify the current KSA

Present status: Individuals are competent in their fields, used to managing their "own shops;" no staff development evident; dean makes decision on hiring and firing, apparently no objective evaluation process or tenure; no relationship between library and AV, both seem to be technicians not professionals, involved in instruction; staff sees task to make sure they please everyone above them in the line of command, rather than those above serving staff (and students); no evidence of data-based decisions.

Procedure: Questionnaires, structured interviews, personnel files, educational background data, professional growth records, student evaluations, administration evaluation, division chairpersons evaluations, outside evaluators, consultants, comparison with other institutions, studies of graduates, records of transfer students, one-to-one exchanges among staff with directed questions.

C. Determine gap between required and current KSA

D. Determine which needs can be met in ways other than education:

| Needs (objectives): | Environment, Motivation Instruction |
|---|---|
| 1. Each staff member shall be active on a campus-wide standing committee as a regular part of his contract requirement | E,M |
| 2. Members of committees will report regularly to members of their discipline or division | E |
| 3. Committee secretary must submit minutes to the president and dean who will have one month to reply to recommendations in these minutes | E |
| 4. Librarian and AV coordinator will involve appropriate faculty and students in the selection and evaluation of materials for purchase | E,M,I |
| 5. President, dean, division chairpersons and related departments will work together to develop criteria for the hiring, selection, retention, evaluation, and dismissal of faculty | E,I |
| 6. Staff shall participate in budget-making process | E,M |
| 7. Librarian and AV coordinator shall plan together to merge and upgrade services to faculty and students | E,M,I |
| 8. With Board approval, the president shall set up a budget for staff development and cooperate with the dean and faculty to hire a staff development director | E,I |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 3

Resources: Policy handbooks, people, facility for meeting, clerical help; professional library.

### B. Strategies for interaction

Objectives not self-directed: 2, 4, 5, 6, 7, 8

Alternatives: Equipment, bibliographies, critiques, catalogs, software, evaluation reports and forms, preview area, schedule and clerical assistance (objective 4); job description, long-range curriculum plans, evaluation reports, code requirements, certification standards, legal and due process procedures (objective 5); budget copy, enrollment projections, state and local statute requirements (objective 6); outside consultants, visitations to other schools (objective 7); office space, clerical support, consultant help, campus growth projections, visitations to other colleges, ask Board participation (objective 8).

## III. EVALUATION

State evaluation techniques

| Instructional objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Attendance at meetings; presenting motions | Minutes of meeting (rating scale) |
| 2 | Oral or written reports | Interview members of discipline (number of reports presented) |
| 3 | Submission of minutes and reply to minutes | Action is taken on reports |
| 4 | Number of items previewed (percent of budget expended | Questionnaires to faculty and students |
| 5 | Written employment and evaluation policies; specific job descriptions | Interview new staff; interview candidates; interview staff to measure participation |
| 6 | Individual requests; group participation in establishment of priorities; two-way flow of information | Questionnaires; interviews; budget evaluation |
| 7 | Implementation of recommendations of staff, students, and advisory committee | Checklist on services to faculty and students; increase of services; advisory committee report |
| 8 | Set up budget; hire director | Interview with staff; employment of staff developer |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Fourteen: The Feeling of Suffocation

The Setting: This college is in a major metropolitan area. It is a "downtown" college with a heavy vocational/occupational emphasis. The school is well attended; in fact, students must be turned away each enrollment period because the programs are saturated.

The Problem: Programs are successful (in one sense of the word) but the faculty are frustrated, and the students are up-in-arms because they want a greater say in the course offerings and methods of instruction. How can time be given for research and development in a "successful" program when virtually every minute is taken with instruction? How might staff (faculty and administration, as well as classified, clerical staff) be interested in a program of "looking at where we are and where we are going"?

Advance Organizers:

1. These programs are successful because there are more students who want in than there are positions available; because the students who enter the programs generally find employment soon after completion with either their certificate or diploma.
2. They are unsuccessful in the sense that faculty, staff, and students feel stifled by the programs and their operation.
3. The everyday crunch of activities leaves no time for "pondering" the greater issues of the directions of the programs and, to some extent, of life itself.
4. Faculty, in particular, need some opportunity (as in most colleges) to look at what they are doing and what they might be doing. They need to consider how to maintain the successful components of a program while improving the methods of presentation and/or directions of the program. What ways might be established to (a) give release time, (b) additional or reassigned support staff, (c) incentives to reassess programs, and (d) leadership to give ideas, support, enthusiasm, and bolstered spirits?

## Problem Fifteen: Speaking and Writing

The Setting: The college is anywhere you might wish it. It is a community college, and as such has not encouraged nor demanded a "publish or perish" approach to academic endeavor.

The Problem: Perhaps the community college has played down the personal rewards, as well as the financial possibilities, of both publishing, consulting and speaking. How might the staff development committee assist faculty who are interested in pursuing these activities to become more adept at them, as well as obtaining college support for these skills on their own merit?

Advance Organizers:

1. Isn't there merit in both writing/publishing and public speaking as a medium for defining and sharing ideas? Is this of benefit to the community college as it is to the college/university?

2. What incentives might the community college offer for faculty who might have skills in these areas?

3. Should the community college develop its own "college press" to publish materials of faculty? (Currently community college bookstores sell course syllabi and other materials developed by the community college faculty members themselves. Couldn't this be expanded to a larger publishing market without seriously affecting the quality of instruction?)

4. In what ways might the community college instructor be a guest speaker in the community? (Lions, Rotary, Kiwanis, etc.?) And, how might he become a "road circuit" speaker or consultant with, perhaps, a national reputation?

5. Such activities are not uncommon for community college administrators, is it not equally appropriate for the instructors and other staff?

## Problem Sixteen: Travel and Conference Programs

The Setting: This is a college of average size in a less populated, more rural state.

The Problem: College personnel are aware of new trends and ideas in education. Their main means of finding such information is through periodicals. Information, ideas, and skills can often be best obtained and shared through personal contact -- especially at conferences and in visits to other schools and like institutions. How can an equitable, high pay-off travel and conference program be developed?

Advance Organizers:

1. How can local "places and people to visit" be identified so that they can be visited?
2. Out-of-state travel is expensive.
3. Giving conferences is a valuable way to get ideas on to campus where the whole staff can share those ideas.
4. Who benefits most from travel?
5. Exchanges with other schools can be quite valuable.
6. Conferences often take several days away from the job. How can assignments be covered?

## Problem Seventeen: Administrator Development

The Setting: The college is "average." It has an older, well established faculty and administration. Growth is steady and mostly in the evening. Most evening classes are taught by part-time faculty.

The Problem: The administration's size has not grown as has the rest of the school. Most administrative work is in management with program development, when it does occur, coming from other areas of the college. The administration needs a sound development program in the areas of new management skills, new trends in community colleges, communication skills (including communication between administrators), etc.

Advance Organizers:

1. Administrators are super busy with day-to-day routines.
2. The faculty and the staff development officer think administrators need development. The administrators say that they need more administrative help.
3. Administrators need to meet the rest of the staff.
4. Administrators are not required to take additional coursework as a professional growth requirement.
5. What about members of Boards of Trustees? Perhaps they among all administrative types need "developing."

Problem Seventeen: Administrator Development

## Solution One

### I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: The college has been assessed by an accreditation team as needing staff development following a comprehensive reassessment of the administration and its relationship to the achievement of the college goals. A consultant team was invited to specify the problem areas involved, then study the two alternative assumptions stated in the original accreditation: the members of the administrative staff are understaffed and overworked; there exist other factors within the structure and/or process which precludes effective administration (three factors are identified - information gathering, planning, communication).

Sources: Institutional overview gained through internal printed sources: accreditation report; Board of Regents/Trustee minutes; educational development plan; PPBS; system wide/state wide campus reports; IRP reports (student status, etc.); personal interviews with faculty and staff.

Internal resource assessments: MBO job analysis (what are job descriptions; what are actual tasks done by the positions; which of these are called administrators; definition of administration on campus (on this campus an administrator is one who supervises two or more individuals and/or whose primary function is the operation of the institution). (A task responsibility matrix may be used.) Determine president's role in relation to the college's administration and how he sees the goals of the college--gained through personal interview (the president has served twelve years having been selected from faculty ranks). He is aware of historical needs but feels overworked, however unaware of staff's frustration.

External resource assessments: demographic reports--census surveys, IRP reports (registration statistics), counseling records (1500 FTE; 300 part-time evening students who are mainly veterans; programs are based on expendient fulfillment of needs); determine feasible alternatives for possible instruments/units/individual positions which would be acceptable to facilitate a redevelopment program--personal interviews; skills survey--survey instrument assessing strenghts and weaknesses of each staff member including cognitive and basic skills.

Required KSA: Awareness of community and need for receptivity to the needs of the community; management techniques (information exchange systems, facilitating human potential, long range planning, management information systems); evaluation systems (system/skills to evaluate if college is meeting and adapting to the changing needs, i.e., is it valid and fair, etc.), evaluation of faculty performance, evaluation of staff/administration; staff development principles and functions; awareness of the implications of the instructional and classified union.

B. Identify the current KSA

Present status: No updated comprehensive needs assessment. Lack awareness of enrollment trends and patterns. No information exchange system exists. Current practices based on purely personal exchanges. PPBS cumbersome. Nothing systematized. Only a few non-working advisory committees. Evaluation of faculty controlled by faculty senate (each division evaluates without college wide consistency). No staff/administration evaluation exists. No systematized program of staff development. Existing concepts include unplanned sabbaticals, infrequent released time, no positive feedback, minimal administration support. Approaching possibility of unionization creates fear among administration, faculty see it as anti-professional and restrictive, others see it as necessary to gain support.

Procedure: Internal. Assessment interview toward goals identification; ETS Institutional Goals Inventory (commercial survey to validate attitudes of staff in relation to college goals--provides institutional profile); ETS Student Instructional Report; contract with outside organization to develop objective roles and needs (perception instrument, i.e., Miami-Dade or Florida State); personal interviews with members of college community. External. To gain community perception of goals: use existing advisory committees, contract with and/or develop an information exchange system with other colleges (i.e., NCHEM), contract with an outside organization to conduct a needs survey.

C. Determine gap between required and current KSA

Needs (objectives):

1. The administrative staff will analyze and gain consensus on the consultant reports and recommendations by the end of the academic year
   a. each administrator will analyze the report independently and develop in writing the relationship of recommendations to his/her respective job description
   b. each administrator will attend a three day retreat planned and implemented by the Provost office to collectively compare analyses and reports toward achievement of consensus

D. Determine which needs can be met in ways other than education

Environment, Motivation, Instruction

I

2. Each administrator will revise and develop a specific list of objectives which will effectively fulfill the responsibilities of the job descriptions clarified in the consultant team report. The list will be developed after the retreat and within 90 days E,M,I

3. The administration in cooperation with faculty representatives will have initiated a staff development program with the appointment of a full-time staff development specialist by the end of the year
   a. the staff developer will be provided a minimum of three months personal inservice training
   b. the staff developer will recommend a three year, long-range goal plan for staff development by the end of the second year M,I

4. The administration in cooperation with representatives from the faculty appointed by the faculty senate will plan and implement a series of three seminars to determine the most feasible and effective information gathering exchange and communication activities, i.e., the three seminars will be organized on
   a. expanding representation of staff on decision-making bodies
   b. formal printed exchanges
   c. informal social relationships M,I

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 1, 2, 3

Resources: Published reports; facility for retreat; video tape and recorders; travel budget; consultant fees; clerical services; money for ETS instruments.

### B. Strategies for interaction

Objectives not self-directed: 4

Alternatives: Gaming or role playing activities might be devised that would be appropriate alternatives, but it is felt that the interaction approach would be best.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | 75% consensus gained on the report | Observation and self-report technique; attitudinal questionnaire |
| | 90% workshop attendance | Workshop minutes; summary of proceedings |
| | 75% increased consensus/ participation of staff in other developmental activities | Interview of staff; follow up analysis of performance through activity summaries/ minutes |
| 2 | Submit list of job description within 90 days | Individual lists submitted to the provost |
| | Job description objectives mutually acceptable to manager and respective employee | Acceptability of objectives to the administrative council (consensus) |
| | 95% reorganization of college administration within one year | Consultant team follow up |
| | Implemented 75% job performance satisfaction of manager with staff member | Formalized evaluation |
| 3 | Appointment of a staff development officer | Contract offered |
| | 75% consensus of administrative council to short term and long range plans of staff development | Summary of administrative council minutes |
| | A minimum of three seminars conducted with 50% staff participation in the total | Seminar summaries |
| 4 | 75% administrative staff satisfaction with information exchange program | Written and oral interviews |
| | 50% increase in formal communication channels | Summary list by the provost |
| | 70% staff satisfaction with improved communications | Written/oral summary |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

Problem Seventeen: Administrator Development

## Solution Two

### I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: Even though some recognition of the value of staff development is evidenced by the presence of an officer with this responsibility, the administration perceives staff development to be designed primarily for faculty. Administrators feel that they have neither the need nor the time for participation in staff development activities.

Sources: When was the last accreditation self-study conducted?
What were the recommendations and suggestions relating to administration?
Has the college availed itself of external consultant services recently? If so, what were the recommendations?

Required KSA: An awareness of KSA needs should exist in administration. Administrators should have knowledge of staff KSA. Administrators should have communication skills necessary to open and maintain two-way channels with staff. Administrators must develop an attitude that occupying an administrative position does not constitute completed career development.

B. Identify the current KSA

Present status: Administrators are opposed (apathetic?) to administrative staff development activities. Staff members participate in such programs, but administrators do not; thus, a communication--and, possibly, a credibility--gap exists. Administrators are probably not delegating enough authority toward released time for personal development.

Procedure: A procedure which would not only elicit additional information concerning current staff KSA, but would also develop a bench mark through which administrative staff development programs might be legitimized is needed. It is thus suggested that a survey instrument identifying such activities be developed and administered on a regional or statewide basis. In this manner, additional in-house data could be collected and the necessary legitimizing data would be available for comparison.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. Each administrator and board member will recognize the need for and promote the use of outside consultant services relative to administrative practices and policies | E,I |

2. Each administrator will be able to identify the components of group dynamics processes and demonstrate them by implementing within the institution E,I

3. Each administrator and board member will recognize the need for and implement staff input into the decision-making process E,M,I

4. Each administrator will reassess his job responsibilities to find areas he might delegate to subordinates, thus providing more available time for personal career development activities E,M

5. Each administrator and board member will recognize the need for and participate in workshops and conferences in order to remain current in administrative theory and practice M,I

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 2, 3, 4

Resources:

1. Books, conference attendance, staff requests
2. Media, workshop attendance, formal enrollment in college courses
3. Media, consultant recommendations, group process participation
4. Consultant recommendation, media, workshop attendance
5. Attendance at conferences and workshops, formal course enrollment

### B. Strategies for interaction

Objectives not self-directed: All

Alternatives: Group activity to bring about interaction among staff members who feel staff development a legitimate administrative activity and those administrators who feel they do not have the time to participate. This should identify the problem gap. A group should be formed, including the staff development officer and members of administration, classified and faculty. Staff development officer should try to guide group to the retaining of consultant services.

## III. EVALUATION

State evaluation technique

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Use of consultants for staff development | Check list and direct observation |
| 2 | Observation to see if implemented | Check list to evaluate group dynamics during implementation process |
| 3 | Implementation of means for input | Direct observation and interviews with staff members |
| 4 | Administrator will rewrite job description for self and subordinates | Observation; self-report |
| 5 | Participation in stated activities | Observation; self-report (questionnaire) |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Eighteen: Professional Internships

The Setting: A large, metropolitan college. Growth is extremely rapid in both the day and evening programs. New staff of all kinds is being added on a regular basis.

The Problem: In order to meet the college's mission, present faculty are being deployed into many new roles such as division and department chairpersonships, assistant deanships, off campus coordinatorships, program developers, research roles, etc. Growth at the present rate appears to be likely for a number of years. To prepare for this, present staff members need to be developed for future roles. An internship program for staff development needs to be developed.

Advance Organizers:

1. Some faculty would like to become division chairmen or full-time administrators -- either on this campus or at some other college. Experience will be a great advantage in applying for new positions.
2. The clerical staff needs to be organized into more efficient units. Clerical supervisors from the clerical staff are needed.
3. Internships take time (from both the intern and his supervisor). How can such time internships be justified.
4. Internship opportunities need to be advertised so that all interested persons can be given opportunities to apply for the internships.
5. Internships do not guarantee positions once they open. Affirmative action policies must be considered.

# Problem Nineteen: Librarians and Audio Visual Personnel Deal with Common Goals and the Educational Mainstream

The Setting: A community college of medium size. The college considers itself quite up-to-date -- in fact, it is an outstanding institution.

The Problem: The library and audio-visual personnel have long been feuding. Each feels the other is too strong, gets too much of the budget. Through a variety of ways, these two staffs come to know that they are considered reactionary and "out of it." The administration has mandated that they come up with a set of common goals that are consistent with the quality and progressive nature of the institution. Furthermore, these staffs will now have a common administrator and will be expected to introduce new programs such as independent studies, multi-media labs, instructional development services, inservice media education, etc.

Advance Organizers:

1. Long standing negative feelings cannot be legislated away.
2. Good, solid AV and library services should not be jeopardized, but in the flush for change, lowering of services is a real possibility.
3. New skills as well as attitudes are needed.

## Problem Twenty: Exporting Staff Development

The Setting: The college is located in an urban area with several surrounding elementary and secondary school districts. The nearest state university is about 25 miles away. Though the college is still growing quickly, the K-12 schools are witnessing a downturn in enrollments after having been at a steady state for about four years. The college has a new staff development officer.

The Problem: Local schools feel they need to do something for their faculty, most who are tenured and some who may lose their jobs because of dwindling enrollments. Several of the elementary and secondary school chief administrators would like the community college to help with their own staff development efforts.

Advance Organizers:

1. Will the local school boards recognize inservice class credit from a community college?

2. Though enrollments may be dwindling, perhaps present staff members can be redeployed as staff and instructional developers, software designers, learning handicap specialists, etc. -- if new skills can be developed.

3. What can the community college offer that the state university cannot? Cheaper education? Education within the local schools as soon as classes are out?

4. The college has determined that it wants its own staff development program: Any efforts in local schools should not dilute the college's effort for its own staff.

5. Will the local schools and its personnel be willing to offer inservice opportunities for potential career changes?

Problem Twenty: Exporting Staff Development

## Solution One

## I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: To negotiate with the Unified District the details of our inservice program for teachers and para-professionals that will be accepted by the district and will motivate participation.

Sources: In order to deal with the problem we need to know the relationship between declining enrollment and declining funding. If funding will not be available then not much retooling can be effective.

Required KSA: Unified District, with college assistance, needs to develop a staff analysis to determine potential needs. What do they have to work with? Development of a broad based advisory committee (to include Unified Board member, administrators, teachers, para-professionals, citizens, college staff development officer, and staff as appropriate) is needed to assist in planning and to develop support for the program. The committee will delineate tasks, time schedules, responsibilities, etc.

B. Identify the current KSA

Present status: An analysis instrument needs to be developed to identify present staff KSA. Unified District staff is anxious about the need to change; concerned about a new program and the need to learn new skills and attitudes. Staff characteristics--age 22-64, male and female, many with several years of experience. Many have college major or minor areas that can be brought up to date and become a potential new area for teaching.

Procedure: Survey instrument and advisory committee. The program goal is to provide for the assessment of needs of the Unified staff, and as a result of needs analysis, to assist in providing a program to meet these needs. The major goal is to provide a staff development program which will give alternatives to present situation of decreasing enrollment and resultant threat to District staff.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education: |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| Public school teacher will | |
| 1. Demonstrate capacity (i.e., acquire appropriate KSA) to change from contained to open classroom (assumes flexibility on part of staff member) | M,I |

2. Demonstrate required and appropriate KSA for beginning a completely new career outside the teaching profession M,I

3. Voluntarily enroll in courses designed by the college toward the improvement of the "quality of personal life," e.g., courses in hobbies, recreation, arts, music, etc. M,I

## II. STAFF DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): All objectives may be met. High interest and motivation material can be provided within programed instruction bibliographies. Reading lists and some testing of competencies may also be developed.

Resources: Budget--salary for staff development officer to act as consultant to the Unified District advisory committee; personnel--staff sensitive to the teacher as an adult learner, the master teacher, the Unified District sensitive people who have special abilities; counselors, state employment department; EV/AV, media/computer/reprographics; facility--college/unified district/industry; reading materials for self-directed learners.

### B. Strategies for interaction

Objectives not self-directed: All objectives suggest interactive strategies also (e.g., to provide on-the-job experiences, field work, or intership to demonstrate alternative career fields; to provide a program of human development designed to enable the staff to cope with the required changes).

Alternatives: Learn the characteristics of the special interest groups, i.e., senior citizens, physically and mentally handicapped; workshop in producing mediated packages; classes which presently exist or are to be designed by college.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Demonstrate capacity to change from contained to open classroom (assumes flexibility) | Staff are currently still employed in same or new capacity |

| | | |
|---|---|---|
| 2 | E.g., teacher updates knowledge and moves into industry | Successful employment of some staff in new career, determined through follow-up survey |
| 3 | Classes in creative life, hobbies, recreation | Observation of enrollment in adult classes |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Twenty-One: Refining the Body and the Soul

The Setting: A large, multi-programed urban community college with many community services.

The Problem: The college's staff does not take advantage of the many college facilities and programs. There are dramatic and musical presentations, physical development programs, recreation facilities, etc., etc. Many members of the staff are physically and/or culturally "out of it." A program needs to be started which encourages physical and cultural development.

Advance Organizers:

1. What are the incentives for participation in such a program?
2. Can costly release time be utilized for both physical conditioning and "going to a play"?
3. A lot of money and time is spent on developing college executives who become overweight and die at an early age.
4. Should the college develop a special nutrition program for participating staff?

## Problem Twenty-Two: The First Year

The Setting: A medium sized community college which has had almost no staff development up until now.

The Problem: A new staff developer for the college has been hired. About 1/3 of the faculty are behind the program. The other 2/3 of the faculty and almost the total classified staff don't know about staff development at all, are vague about it, or oppose it in some general but non-demonstrable way. How does the staff developer begin his job under these conditions?

Advance Organizers:

1. New staff are eager to learn (and have lots to learn).
2. A steering committee representing all constituencies.
3. Release time policy and other staff incentive development.
4. Needs assessment.
5. Outside funding efforts.
6. Soft selling the program and letting everyone know what S.D. is.
7. High intensity with one group such as a division, secretaries, etc.

Problem Twenty-Two: The First Year

## Solution One

### I. NEEDS ASSESSMENT

A. Identify the required (or desired) KSA

Problem: The problem of the staff developer is that 1/3 of his staff will support him and his program while the rest of his staff (faculty and classified) either don't know about the staff development program or oppose it. The problem is "how to begin the job he has just been hired to do in his first year."

Sources: The staff developer was hired from within the college. An "infant" staff development program already exists. The staff developer was hired on the basis of the job description contained in the Foothill Community College Bulletin. A steering committee representing all constituencies exists but has not been terribly effective.

Required KSA: To acquaint new faculty and classified staff with the goals and objectives of the staff development program; faculty and classified staff will possess information and knowledge on new instructional techniques/ media use, etc.; classified staff will possess knowledge of how they can improve their KSA towards the goals and objectives of the institution; 40% of the faculty and classified staff will have a positive attitude toward the staff development program; to utilize the KSA of the 1/3 of the faculty that are currently behind the staff development program.

B. Identify the current KSA

Present status: Ten percent of the faculty and classified staff has been hired within the last two years. One-third of the existing faculty and classified staff are supportive of the staff development program. 57% of the remaining faculty and almost the total classified staff either don't know about staff development or are not inclined to support the program at this time.

Procedure: Complete a faculty/classified staff needs assessment survey; complete inventory of faculty/classified staff skills, knowledge and attitudes; use the interviewing technique to gain additional data on KSA (technique used will be a randomly stratified sample of faculty and classified staff).

C. Determine gap between required and current KSA

Needs (objectives):

1. 95% of the faculty and classified staff will attend and participate in a non-teaching

D. Determine which needs can be met in ways other than education

Environment, Motivation, Instruction

day workshop/seminar on the goals and objectives of the staff development program and at the conclusion 60% of the faculty and staff (classified) will demonstrate an understanding of the goals and objectives of staff development by answering an evaluation instrument with 80% proficiency M,I

2. Classified staff and faculty will be provided with a series of mini-courses whose content was determined by classified staff and faculty needs. These courses will be provided at the convenience of the staff and faculty members. 60% of the classified staff and 80% of the faculty attending these mini-courses will demonstrate successful completion of these courses M,I
3. Thirty-five per cent of faculty and classified staff participating in seminars, workshops, and mini-courses will demonstrate a positive attitude when measured against the stated criteria (e.g., willing to follow through, register in new course, etc.) M,I
4. 10% of the faculty indicate willingness to participate as resource persons for the staff development program E,M

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 2, 3, 4

Resources: We are assuming that the new staff development officer has his own budget which includes money/salary for himself, secretary and the rest of his staff plus traveling and operating expenses. Budget augmentations for consultants, sabbatical leaves, traveling expenses for conferences, workshops, etc., released/reassigned time, equipment, supplies and materials, and additional monies for dissemination of information such as graphics, binding, printing, editing, etc. are contained within allocation for the staff development program. Staff developer may use CAI or media package for objective 2.

### B. Strategies for interaction

Objectives not self-directed: 1, 2, 3, 4

Alternatives:

Objective 1 a. to provide workshops/seminars at the divisional/department level

b. to provide a 'drop-in' program similar to workshops/seminars which will give faculty and classified staff the time to attend

c. to provide compensation in terms of stipends and/or in-service training credits to participants (motivation)

Objective 2 a. to provide in-service internship to learn new KSA

b. to contract services to an outside vender

Objective 3 N/A

Objective 4 a. to utilize outside consultants

b. to utilize the staff developer and his staff (only)

## III. EVALUATION

State evaluation techniques

| Instructional Objectives | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Pick up of registration package and badge for participation in workshop/seminars | Tests to identify their understanding of the goals and objectives of the staff development program |
| 2 | Registration in mini-course by classified staff and faculty; 60% of the classified staff and 80% of the faculty will receive credits for these mini-courses | Performance tests, observation of imposed completed tasks |
| 3 | 35% of the faculty and classified staff will voluntarily attend one of these activities | Observation; a short summary ar opinion of activities attended to be given to the staff developer |
| 4 | 10% of the faculty will sign-up as resource persons | Observation and participation in activities; self-report; |

## IV. REDESIGN OF PROGRAM

This stage not possible in brief simulated workshop format.

## Problem Twenty-Three: Counseling for All

The Setting: A community college with a well organized instructional and student services program.

The Problem: Students are offered counseling services in such areas as personal problems, career guidance, academic course selection, etc. But there is no such service for the staff member who is going through a divorce, who is planning to retire, who needs advise or someone to listen about his job dissatisfaction.

Advance Organizers:

1. Can the present counseling staff be utilized without weakening the program to students?
2. How can confidentiality in the close community college milieu be maintained?
3. Are counselors familiar with middle age career change ramifications?
4. Are counselors familiar with all the needs of staff members? Do counselors need new information and expertise?

Problem Twenty-Three: Counseling for All

## Solution One

## I. NEEDS ASSESSMENT

### A. Identify the required (or desired) KSA

Problem: The necessity for a comprehensive counseling program for all full-time staff, to include but not be limited to personal, social, career, academic, and financial counseling.

Sources: Individual staff members
Department heads
Dean of Students
Counselors
Staff psychologist
Classified staff supervisor
Written evaluation of instructor by students (instructors and students remain anonymous)
Consultation with persons involved with similar problems in industry and other educational institutions

Required KSA:

Knowledge. Staff - Optimum self-knowledge, knowledge of available programs and services in the community as well as on campus; Counselors - Comprehensive perceptive, diagnostic, and counseling information/theory; Administration - Knowledge of human needs in general.

Skills. Counselors - Comprehensive skills as per above; Administration - Ability to perceive staff problems and channel individuals to appropriate sources of assistance.

Attitudes. Staff - Commitment to self-improvement and to participate in a comprehensive counseling program; Counselors - Commitment to participate in a comprehensive counseling program; Administration - Commitment to participate in as well as support (financially and otherwise) a comprehensive counseling program.

### B. Identify the current KSA

Present Status:

Knowledge. Staff - Minimal self-knowledge, minimal knowledge of available sources of assistance; Counselors - Possess expertise in counseling theory; Administration - Minimal knowledge of staff needs, familiarity with expertise of counseling staff.

Skills. Counselors - Comprehensive skills as per above; Administration - Minimal perceptive abilities regarding staff needs.

Attitudes. Staff - 30% of staff interested in participating in a comprehensive counseling program; Counselors - Ten counselors feel overworked - will not participate, five counselors most eager to participate; Administration - No commitment at present time, willing to review recommendations of staff development committee (re: a comprehensive program).

Procedure: Staff - Open-ended questionnaires (self-report) regarding current attitude and self-awareness as well as knowledge of campus and community resources; personal interview conducted by school psychologist and counselors.

| C. Determine gap between required and current KSA | D. Determine which needs can be met in ways other than education |
|---|---|
| Needs (objectives): | Environment, Motivation, Instruction |
| 1. Identify current staff needs on a standardized testing instrument based on the Maslow-Middleman need theory | I |
| 2. Each staff member to identify five campus and/or community sources of assistance relating to his current needs or problems | I |
| 3. Achieve voluntary participation in a counseling program by one-third of the staff members who indicated an interest | E,M |
| 4. Administrators identify specific instructional, personal or social staff needs and channel individuals to appropriate sources of assistance | M,I |
| 5. Operations manager shall rework his job description to include responsibility for development, implementation, and coordination of a comprehensive staff counseling program | M |

## II. STRATEGY DEVELOPMENT

### A. Strategies for self-directed study

Objectives (from Needs Assessment package): 2

Resources: Standardized testing supplies, consultants and on-campus personnel, testing room, slide tape equipment, sound filmstrip projector, bulletin board material, video tape.

### B. Strategies for interaction

Objectives not self-directed: 1, 3, 4, 5

Alternatives: Small group seminars conducted by consultants from community agencies; simulations and role playing.

## III. EVALUATION

State evaluation techniques

| Instructional Objective | Criterion Test Item | Evaluation Technique |
|---|---|---|
| 1 | Identify those personal needs that individual staff members feel are not being met | Test; complete the Maslow-Middleman needs theory test with personal interpretation by a skilled psychometrist |
| 2 | The individual staff member will be able to match identified needs with sources of assistance | Test; from a list of 100 agencies and 50 personal problems the individual will match five agencies with each problem. |
| 3 | Number of staff members who voluntarily participated in the program | Observational; accurate records regarding number of participants |
| 4 | Staff members will complete periodic surveys indicating their level of confidence in their immediate supervisors to perceive and/or empathize with their personal problems | Self-report; observational; anonymous paper survey instrument |
| 5 | Written job description | Observational; president of the college will review the job description of the operations manager |

## IV. REDESIGN

Due to the constraints of time we were forced to emphasize the process rather than the content of this exercise.

Moreover, we found it difficult to work with a hypothetical situation with limited specific supporting data.

In general, we feel we should have identified broad objectives initially, then have broken them down into more specific objectives.

# SECTION III

## Position Papers

# STAFF DEVELOPMENT: WHY? INGREDIENTS OF THE PROGRAM

Chester Case
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May, 1975

Prepared for The De Anza College Shirtsleeve Symposium,
"Staff and Instructional Development Planning"
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## INTRODUCTION

My assignment is to sketch in a "big picture" of program and staff development. This is a congenial task, as I take it to mean I can enjoy the liberty of working with fast, big strokes with details to follow. Actually, my two years of experience as an on-campus, full-time program and staff developer at Los Medanos College has taught me that while untamed details can nibble an idea to death, it is very practical to begin planning with those big, fast strokes that limn out a "big picture." Who was it that said, "There is nothing more practical than a good theory"?

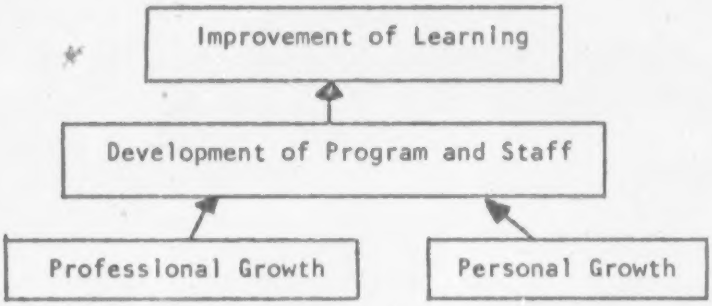
I can propose one answer to the "Why?" of program and staff development (experience has also borne out the idea that program and staff development are just naturally conjoined) by discussing goals. Then, I will offer a quick inventory of major ingredients and several comments on processes involved in program and staff development.

## Staff Development: Why? Ingredients of the Program

Here is one definition of program and staff development: Program and Staff Development is a comprehensive network of interrelated activities conducive to the professional and personal growth of the personnel of the college, toward the ultimate goal of improving learning opportunities. Why program and staff development? It makes the college a better place for learners and teachers (as well as administrators and classified staff).

## Goals Of Program and Staff Development

The somewhat unadorned definition offered above can be improved by a consideration of the goals and objectives of program and staff development. The large goals for program and staff development can be depicted schematically thus:



This is meant to be a value hierarchy. The capstone being improvement of learning, held aloft by a continuing institutional effort in the development of program and staff. These two thrusts, incidentially, are so closely intertwined that they frequently seem to be distinguishable only as facets of the same thing. Professional growth and personal growth energize the improvement of program and staff. Professional growth and personal growth also are intertwined so intricately and tightly as to be virtually indistinguishable except as just different facets of the same process.

Though abbreviated and simplified, a listing of sub-goals under headings of professional and personal growth will illustrate the interwoven relationship of professional and personal growth goals:

| Professional Growth Goals | Personal Growth Goals |
|---|---|
| Curriculum design | Willingness to experiment |
| Instructional strategies | Flexibility in roles |
| Media use | Creativity |
| Subject matter mastery | Self-esteem |
| Awareness of student characteristics | Sensitivity to others, acceptance of diversity |
| Knowledge of college goals and commitments | Holistic thinking, tolerance for ambiguity |
| Awareness of self as an educator | Awareness of self as a person |

How do these goals all interweave to aid and abet one another? Suppose there is a boomlet of enthusiasm at a certain college for Personalized Systems of Instruction and an instructor takes on the task of going PSI in a course. (Where and how such boomlets begin is another essential but elusive aspect of program and staff development). Starting up a PSI course will require a curriculum, and a first step is acquiring a working knowledge of the concept. The curriculum will have to be installed and managed, evaluated, improved and so on. To have instituted a PSI course, then, would require of someone specific knowledge and skills (professional growth in curriculum design and development) and essential attitudes and values supportive of experiment and acceptance of a considerable role re-definition from the classroom authority to the near tutorial role of facilitator and coordinator of learning (personal growth in belief systems and self-concept).

## Ingredients of Program and Staff Development Programs

Programs can take many forms, varying in scope and purposes. In all cases, though, a similar configuration of ingredients will be present; by definition, the concept of "program" conveys certain attributes. Most apparent in almost any program are goals, procedures, a roster of participants, a "work force", and resource allocation. Less apparent but not much less important are the more ephemeral qualities of support, legitimacy, hope, vitality, propriety, acceptance. Programs have a past ("before the beginning", *cf.*, Saracen), a present and a future. But if nominations are open for the most vital ingredient, I submit the very ephemeral but indispensible ingredient of will. That is, the will, individual and collective, to set up and run a program. That will should be an informed, resourceful and tenacious will, since standing in the way of any program are some forbidding obstacles in the way we run our colleges and in the history we lug about with us. Along with the will should go a pretty pragmatic view on success/failure, idealism/realpolitik, good guys/bad guys, long range/short range, private good/public gain.

## The Roster; The Five Clientele Conceptualization

One of the key ingredients is the roster. This is the roll of prospective participants. In the community college, this roll separates out into five readily distinguishable groups, or clienteles. Program planning is made more manageable by sorting out these clienteles, as each can become a specific target for defining goals, devising structure, designing procedures and processes. These five clienteles can be delineated as follows:

1. New faculty
   - 1.1 New, inexperienced (little or no teaching at the community college level)
   - 1.2 New, experienced (2 or more years teaching experience in community college teaching)
2. Regular faculty (tenured)
3. Part time and hourly instructors

4. Administrators
    4.1 Line
    4.2 Staff
    4.3 "middle"
    4.4 "top"
5. Classified
    5.1 Secretarial
    5.2 Buildings and grounds
    5.3 Technical
    5.4 Paraprofessional

"Work Force"

This is, of course, a misnomer. The "work" is done by the program's participants, or certainly should be. Else, the work is done upon them and what prevails is a travesty of development. What is meant by "work force" is the person or persons who coordinates, directs, who supplies energy, persistence, and invention when needed. It could be a committee, a staff (a' la Miami-Dade), a hyphenated administrator (Associate Dean, Educational Research-Staff Development), a staff administrator. The latter is my preference, and is in fact what my position is at Los Medanos College. It goes by the unlovely but workable title, Professional Development Facilitator.

Resources

Resources means money or what money can buy, like materials, time, talent. It also means traditions and established fixtures and practices, such as usually abound on any campus.

1. Sabbatical leaves, traditional or redefined
2. Travel grants
3. Conference grant
4. Faculty grants, or innovate project grants
5. In-house workshops/seminars

6. Guest speakers, consultants, resource persons
7. Media design and production facilities
8. Professional library

A very big question is, where does the money come from? Outside grants are very fine for start-up purposes, but sooner or later a day of reckoning comes when the program has to justify its share of the budget. Collecting ADA for program and staff development classes helps. Hiring inexperienced (less expensive) instructors and offering a back-up induction program in professional development will be less costly than hiring experienced instructors (more expensive) and the difference in salaries can be devoted to program support.

## Support

An indispensible ingredient is support. It is impossible to imagine a successful program that does not have administrative support from the top down, and the stronger at the top the better. By support is meant acceptance, green-lights, comprehension and a taste for a modest amount of risk taking. Support does not mean control and manipulation.

Support from key persons in the faculty is also essential, as is acceptance hence participation by a fairly large portion of the faculty. Again, support does not mean control and manipulation.

## Program Activities

By now, a list of well used program activities has become standardized: seminars on and off campus, mini-courses, workshops, travel and conferences, resource persons, retreats, leaves, grants, micro-teaching - these have become staple fare for program and staff development. Another range of program activities, less frequently initiated and in many ways harder to bring off, are those which deal more in the realms of the person - diagnosis and prescription in instructional skills, "confrontation of self as teacher," encounter sessions, values analysis. Effective but rare are systematic and long range induction programs, such as we have enjoyed at Los Medanos College, where new and inexperienced faculty have 20% of their load assigned to professional development throughout the first year of teaching.

Actually, upon reflection there turns out to be only a rather slender inventory of prospective activities that a college might undertake. Though we may all be tempted to be new and different, there just aren't that many ways to skin the cat. More flexible, perhaps are the variables that have to do with program points of view.

Points of View

Two colleges may have programs quite similar in activities, yet feel quite different. This difference may be largely attributable to contextual variables, but as well, the difference may emanate from contrasting points of view. I can only speak from limited knowledge of other programs, but my impression is that viewpoints do vary (at least) along these lines:

1) Felt needs vs prescriptiveness: Where does a curriculum come from, a needs assessment or the best thinking of the "work force". Or a bit of both?

2) Humanistic orientation: How much does the program lean toward a view of the member of the college personnel as a whole person? Does the program argue convincingly that personal growth has a demonstrable link to the improvement of learning?

3) Time and motion vs human relations: We are probably fated to recapitulate the evolution of "management science" in respect to "increasing productivity." Some programs will echo the early "efficiency" viewpoints. Others will pick up the "human relations" viewpoint.

4) Job training or career development: Does a program tilt toward training a person for a job (time and place bound) or moving a person along on a career (perhaps to the point of losing the person to another college)?

5) How much is enough? College people are very enrollment conscious these days. Should we be enrollment conscious in our program and staff development efforts? How much is enough. One viewpoint is that a program should involve everyone (watch out! frustration ahead) while another is that a program should focus on the willing and able volunteers who are present on every campus, on the grounds that when things go well, the word will spread in a "ripple effect" and soon all but the intransigents will be involved.

6) Mandated or invited: related to #5 above.

7) Relationship to college goals and commitments: Given college goals and commitment susceptible to articulation, what would a program's relationship be? One is that the program should be an area for critique, another that the program is to sell the goals and commitments.

Several Concepts

By way of touching up this "big picture", I would like to throw in several concepts. They are life stage-career stage synchronization and recurrent renewal. Both are grounded on a long range, career long view of professional development. Life stage-career stage synchronization aspires toward harmonizing of the activities of the professional careerist with the evolving of interests and shifting of perspectives brought by the succession of adult developmental stages. Recurrent renewal is the notion that across a long career there are points when persons need to renew themselves as workers and persons.

With the introduction of these concepts, I finish off the big picture and look forward with hope but some trepidation at filling in details.

# CASE STUDIES IN STAFF DEVELOPMENT; INCENTIVES FOR PARTICIPATION

By DONNA FARMER

SANTA ANA COLLEGE

Staff development programs at Santa Ana College, California, Miami-Dade Community College, Miami, Florida, and the College Center of the Finger Lakes, a consortium comprised of four private colleges in New York State, will be described.

In each of the programs, activities have been provided for all staff members -- the faculty, classified employees, and administrators.

## SANTA ANA

Santa Ana College began operation as a junior college serving the city of Santa Ana in 1915. In 1971, the Orange School District was annexed and the Rancho Santiago Community College District was formed. Approximately 980 district staff members now serve over 24,000 students in both Orange and Santa Ana.

The Vice-President of Academic Affairs is responsible for the Staff Development Program. The Associate Dean of Instructional Services assists in implementing approved activities.

The overall goal of the staff development program is to provide opportunities to all employees which will enable them to better meet the needs of all students. The budget for the first year, 1972-73, was approximately $60,000. Expenditures for the second year, 1973-74, are estimated at $70,000; both figures exclude sabbatical leave monies.

The components of the Santa Ana Staff Development program are:

1. curriculum development,
2. consultant services,
3. mini-courses on campus,
4. workshops and seminars,
5. travel,
6. sabbatical leaves (not exceeding four percent of the full-time certificated employees' salaries).

As the first three components--curriculum development, consultant services, and mini-courses on campus--have generated the most interest in the past, they will be discussed in some detail; the others only briefly.

Curriculum Development & Consultant Services

The incentives utilized to encourage participation in the curriculum development component include reassigned time, internal and external consultant services, and support services.

The internal consultant service may be the first incentive utilized. This may involve the division dean or the Associate

Dean of Instructional Services encouraging a faculty member to submit a proposal and, if desired, to seek assistance from the Instructional Services Office in completing the proposal form. Assistance and support to the faculty member in the planning and organizational stages of the proposal are essential, both as an incentive to the faculty member and a control function for the institution.

Once a proposal has been approved, reassigned time joins with increased consulting services to act as incentives to faculty members. The majority of the curriculum development projects involve three lecture hours of reassigned time, although faculty members have received from one to fifteen lecture hours of reassigned time depending on the objectives of the project.

Time for faculty to work on curriculum is probably the most effective incentive that can be used; however, it is not the only one. The climate of the institution itself can be an incentive or a hindrance. Responsibility for establishing a climate conducive to innovation in curriculum development is a function of the entire administrative staff, and particularly those individuals serving as internal consultants, or providing necessary support services. At Santa Ana College, the Associate Dean of Instructional Services and the Coordinator of Instructional Media provide the majority of the internal consultant services by assisting each faculty member working on curriculum in formulating objectives, selecting and developing appropriate media, investigating alternate teaching strategies, and designing various evaluation tools. The two internal consultants also coordinate the support services, including clerical staff, audio and visual recording specialists and graphic artists -- all of which serve as incentives to faculty members developing curriculum. If required, external consultant services are provided.

Courses that have been individualized through our curriculum development program include Basic Math, Basic English, Reading, Insurance Office, and Basic Feminism (the introductory course in our new AA degree in Women's Studies). These courses provide open entry and open exit for our students. Programs that have been developed include Architectural Technology, Family and Consumer Studies, and the Bilingual Clerical Program which was awarded a Certificate of Merit by the United States Office of Education as one of the outstanding programs for 1972.

## Mini-Courses on Campus

Mini-courses are short term courses offered on campus for the faculty and designed for one of the following three purposes:

1. to provide a vehicle for interaction among staff members,
2. to assist staff members in development of personal potential,
3. to further the design and development of

new instructional processes and/or materials.

Topics for these courses are solicited from all staff members. Each semester a list of the proposed topics is distributed to all staff members requesting that the topics be ranked in order of interest. Based on this information, a committee recommends the topics for implementation the following semester. The topic selection process itself is an incentive in that it encourages staff members to discuss their needs, gives them the opportunity for input into the program, and provides them with information about the program.

These courses have been taught by faculty, administrators, outside consultants, or any combination of the three.

Descriptions of the mini-courses offered are attached. Sixty-eight staff members participated in the first two courses offered in the 1973 fall semester, and 108 were enrolled in the spring. Eight courses were offered in that semester, but three were canceled due to low enrollment. During the fall semester of this year, 109 were enrolled, and 99 participated in the spring courses. The completion percentages have ranged from a high of 89% to a low of 46 1/2%, with the average at 69%. Based on evaluations conducted in each course, the participants indicated the courses achieved their stated purpose.

Each spring a questionnaire has been distributed asking the reason for participation in the staff development courses. Below are the results.

| | | 73-74 | 74-75 |
|---|---|---|---|
| a. | of personal interest | 40% | 26% |
| b. | applicable to the improvement of instruction in my subject area | 32% | 62% |
| c. | for salary credit | 24% | 10% |
| d. | other | 4% | 2% |

Salary credit for the mini-courses is available only to full-time teaching staff. On the existing salary schedule, completion of fifteen units is required for transferring from one class to another across the salary schedule. Five of each fifteen units earned may be undergraduate credit. The mini-courses are offered for undergraduate credit. This limit of five undergraduate credits may be one reason for salary credit not being as high a percentage the second year as the first.

Although enrollment in the mini-courses has been predominately full-time faculty, both classified staff members and administrators have enrolled and completed several of the courses. The participation of part-time faculty has been almost non-existent. Interviews with approximately fifteen instructors indicated they did not enroll primarily for two reasons: the mini-courses were not scheduled at convenient times, and completion of additional units would not result in movement on the salary schedule for part-time faculty.

Workshop-Seminars-Travel

The first workshop, in August 1973, was designed for administrators. The purpose was to introduce the concepts and techniques of management by objectives. Each administrator wrote objectives based on his job description and related to the District objectives. These objectives form a part of the administrative evaluation process and are negotiated with the immediate supervisor. This has become an annual retreat scheduled during the second week of August.

The President's participation, commitment and written invitation must be considered as incentives for participation in this workshop.

Last fall an eight-week workshop, specifically designed for clerical employees, was conducted. A flyer announcing the eight sessions was distributed at 9:00 a.m. one day, and, by noon of the next day, thirty-four clerical employees had enrolled. The sessions were scheduled from 3:00 - 5:00 p.m. each Wednesday.

The incentives of reassigned time and a certificate of completion were utilized by the college. Several classified employees have commented that undergraduate credit for the clerical workshop would serve as an additional incentive.

Many times, topics for on-campus workshops or seminars are generated from the curriculum development component or from staff members attending conferences, workshops, or seminars off campus. For example, the California Junior College Association and Santa Ana College sponsored a drive-in conference last year. The topic was: Approaches to Individualized Instruction in reading, bilingual clerical and basic math. Fifty-nine staff members from twenty-five community colleges attended the conference. The instructors who presented the information developed their materials through the curriculum development component. This conference on campus provided a sharing of instructional processes and materials with members of our own staff as well as staff members from twenty-four other community college districts.

Approval of staff conference or travel requests from the staff development budget is dependent upon staff members' agreement to disseminate the information gained by conducting a seminar for other staff members upon their return. Each division has a conference budget; so, of course, not all conference or travel requests come to the Instructional Services Office. However, one of the objectives of the staff development program is to expand travel opportunities for staff members to visit institutions that have exemplary programs in the staff members' subject-matter discipline. Last year, under this system, staff members in nursing, business and work experience attended conferences off campus and then conducted workshops or seminars upon their return.

Outside consultants have also conducted seminars on campus. Three different individuals conducted Affirmative Action seminars during the spring semester, 1974. These seminars were attended by faculty, classified employees and administrators.

The expertise and reputation of the leader can certainly be an incentive for participation in the seminars and workshops. Utilization of key people in the college -- the highly competent and creative staff members who provide leadership and develop quality programs -- as seminar/workshop leaders can certainly be rewarding for the individual as well as an attraction to other staff members.

The topic itself can be an incentive or a hindrance. The more directly related the topic is to the individual's needs, the greater the incentive is for that individual.

Incentives for encouraging staff to travel to other institutions include providing them with (1) accurate information about exemplary programs at other institutions, (2) substitutes and, of course, (3) travel expenses.

## Sabbatical Leaves

Compensation for a leave of one semester is 75% of the contract salary or 70% for an entire school year. Sabbaticals at Santa Ana College may be awarded for academic study, travel, independent research, or professional growth.

Although sabbatical leaves have not been utilized specifically for curriculum development, they could be under the independent research or professional growth categories.

As sabbatical leaves are a form of reassigned time, and reassigned time is an incentive for program and curriculum development, use of sabbatical leaves for these purposes is sometimes overlooked.

## Miami-Dade

The Miami-Dade Community College District was formed in 1960. Now three campuses -- North Campus, the oldest and largest; South Campus, opened in 1967; and Downtown Campus, opened in 1971 -- Miami Dade has approximately 1800 staff members serving over 40,000 students.

Dr. Carol Zion, Director of the Office of Staff and Organizational Development, had responsibility for planning, organizing and implementing staff development activities on the Miami-Dade North Campus. This office serves solely in a staff relationship with no line authority. Dr. Zion reports directly to the Vice-President of the North Campus. The other two campuses have quite different approaches and organizational structures for staff development.

Dr. Zion developed a five-year instructional development plan in March, 1969, in response to the State of Florida's new program for funding staff development in the community colleges. Legislation was approved to provide a separate appropriation for staff development in the amount of three percent of the total state appropriations for certificated salaries in the community college system. The budget for staff development at Miami-Dade is six percent of the total operating budget -- three percent provided by the State and an additional three percent District money. The five-year plan contained objectives for four major categories: human relations, systems approach, management by objectives, and program development. To meet the objectives for the four major categories, the following activities or services were provided for all staff:

1. on-campus courses, seminars and workshops,
2. off-campus courses, seminars and workshops,
3. an exchange program with faculties of other institutions, both university and junior college,
4. sabbatical leaves,
5. short-term study leaves for spring and summer terms,
6. travel,
7. the use of consultants.

In the first year, 1969-70, 80% of the budget was used to send individuals to off-campus events. The second year, 1970-71, only 35% was allocated for individual off-campus events and 30% was utilized for full-time internal consultants -- a service for which no funds had been used in 1969-70. In 1971-72, 50% was utilized for full-time internal consultants and 25% for sending individuals off campus. The shift to utilizing full-time internal consultants for on-campus seminars and workshops rather than sending individuals to off-campus events was planned. One of the objectives for the first year was to train individual staff members in each of the four major categories and to utilize their new skills in training other staff. As this objective was met, the budget reflected the change.

The following workshops were offered in 1972-73:

I. The Community College Concept: Open Door, Revolving Door, or the Elevator Shaft?

II. Philosophies, Attitudes, and Values of the Educational Process at Miami-Dade Junior College, North Campus.*

III. Writing Course Goals and Objectives.

IV. Teaching Strategies to Assist Students in Meeting Course Objectives.

    1. Cognitive Mapping
    2. Programmed Learning
    3. Films and Media

4. Game Simulation
5. Peer Teaching
6. Creative Problem Solving
7. Small Groups (Task & Process)
8. Modular Instruction
9. Role Playing.

V. Black Contributions: Resources for Implementing Goals and Objectives.

VI. A Development of Evaluative Techniques to Determine How Well Goals, Objectives, and Strategies Are Meeting Student Needs.

VII. Conflict Resolution: A Problem-Solving Technique

*All participants must take either Module I or Module II since they form the groundwork for all the other modules.

Staff members could take these workshops for institutional credits to be used for salary increases or for points. Miami-Dade has an academic point system used for computing faculty loads. Both points and credits were incentives for staff. In addition, this point system at that time provided that faculty members would be assigned half of their time in the spring or summer term in areas other than presentation or supervision. The institutional objective was to provide time for planning and program development. However, to avoid mandating reassigned time, faculty members who so desired could request that assignments in presentation and supervision replace other assignments in their load. However, such a replacement required approval by the campus vice-president or his designee.

From 1968-70, the Office of Organizational Staff Development was staffed solely by Dr. Zion. In the fall of 1970, three full-time and four part-time people were employed to assist in implementing activities planned to meet the objectives in the four categories. At the end of the five-year plan, in March of 1974, the objectives had been met and the organizational structure has been changed to meet the goal of the new five-year plan.

Two new delivery systems were established and began operation this year. One, entitled Student and Learning Development, is divided into two sub-units, counseling and student support services (financial aid and placement). The second major delivery system, Instructional Services, is centered in the Mitchell Wolfson Learning Resources Center. The office of Staff & Organizational Development is now the Office of Management & Organizational Development. Continuing activities and services for the original category of Management by Objectives are carried out by this office, along with the Human Relations category which has been integrated into the other three categories.

The Systems Approach & Program Development categories which also have a human relations integration are primarily the responsibility of the Instructional Services delivery system. Curriculum consultants for each division work with departments in designing and developing new programs or courses. When asked in a recent conversation what Dr. Zion considered the most effective incentive for getting staff to participate, the immediate answer was, "the line manager. If the manager participates, his staff will participate."

# RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

## Mini-courses on Santa Ana College Campus

### Fall, 1973

1. Communications 58A, Individualized Instruction: Application of current individualized instructional practices to a specific instructional situation.

   Participants will a) review and analyze existing individualized instructional programs, methods, and materials, and b) design and develop a mediated learning activity for use in an existing or anticipated course or program.

   2 units (This course may be repeated for 1-3 units in any subsequent semester. A maximum of six units of salary credit may be earned in this course.)

2. Communications 58B, Development of Human Potential: Three one-day workshops on the development of human potential: Communications; Problem Solving; and Identification and Utilization of Potential. Through involvement and interaction with peers, participants will learn to acknowledge the potential of others and to utilize effective communication and problem solving techniques in classroom situations and/or other personal and organizational situations.

   1 unit.

### Spring, 1974

1. Communications 58A, Individualized Instruction (repeated)
2. Communications 58B, Development of Human Potential (repeated)
3. Communications 58C, Conflict Resolution: Four half-day workshops. This course attempts to deal with potential conflict situations in relationships such as student-instructor, instructor-administrator, peer-peer, and person-group.

   It treats the relationship of the communication process to conflict, the nature of conflict resolution, and how resolution can be implemented in a variety of individual and organizational settings.

   1 unit of salary credit may be earned by attending all four sessions.

4. Communications 58D, Computer Assisted Instruction: An overview of the capabilities of computer assisted instruction with demonstrations of commercially prepared programs for CAI. Participants will be given guidelines for developing mini-lessons which could be used by students in existing courses.

   Previous computer knowledge is unnecessary. Knowledge of typewriter keyboard is desirable.

   1 unit (This course may be repeated. A maximum of six units of salary credit may be earned in this course.

5. Communications 58E, Seminar for Women: Participants will establish objectives and topics concerning the development of programs intended to serve the interests of women and assist them in developing their own potential. Possible topics include "Developing the Women's Studies Curriculum", "Continuation of the Women Involvement Now Program", and "Establishment of a Women's Center". Guest lecturers will be provided when appropriate.

   1 unit.

6. Communications 58F, Decisions and Outcomes-Use of the Decision-Making Process in the Community College: The nature of decision-making and how it can be implemented in a variety of school, college, and community settings will be described and demonstrated. 1 unit.

7. Communications 58G, Career Education -- The Career Development Component in the Community College: Information on the background of Career Guidance and Theory and Career Development will be presented. Participants will be provided with experiences which will enable them to a) utilize the new Santa Ana College Career Development Center for group and/or individual sessions, and b) relate new directions in counseling and instruction to career development and an accountability model. The Orange County Career Education Consortium guidelines will also be provided to aid participants in developing career education materials for the new center.

   1 unit.

8. Communications 58H, Approaches to Instruction: Participants will identify and evaluate various approaches to instruction. For each approach demonstrated, the relationship between objectives, content covered and posttests will be shown. Demonstrations will include: Lecture, Lecture with Discussion, Small Group Instruction, Utilization of Media, Self-paced Instruction, and Utilization of a Resource Person.

   This course is designed specifically for part-time faculty.

Fall, 1974*

1. Communications 010, Individualized Instruction (repeated)
2. Communications 012, Resolving Conflict (repeated)
3. Communications 013, Computer Assisted Instruction (repeated)
4. Communications 015, Evaluation as an Opportunity to Improve Performance: The following sessions are designed to 1) enable staff members to use the evaluation process as an opportunity for self-assessment and to utilize the services available for assistance in improving instruction and 2) to assist staff members in understanding the evaluation processes, policies, and procedures.
   Interaction between staff and presenters will be encouraged in each session.
    1. District Evaluation Policies and Procedures - Vice President/Academic Affairs

       and Philosophy and Intent of Evaluation Policies and Procedures as Perceived by the Professional Growth and Evaluation Committee - President, Faculty Senat

*Change in course numbers due only to implementation of new numbering system.

Communications 015 (continued)

2. Examples of Course Outlines and Student Overviews Recommended by Division Deans - President, Faculty Senate and Associate Dean of Instructional Services
3. My Attitudes and Perceptions Toward Evaluation as an Evaluator and as One Being Evaluated - Panel composed of Faculty Members who have previously been evaluators; Reactors - Division Deans and Associate Dean of Counseling; Questions from participants.
4. Instructional Support Available From Instructional Services Office - Associate Dean of Instructional Services, Coordinator of Instructional Media, and Director of the Library
5. How I Interpret Student Evaluations.- Panel of Instructors: Reactors - Division Deans, Students, and Associate Dean of Counseling; Questions from Participants.
6. Functions of Faculty Grievance Committees - Committee Chairpersons
7. Summation: Where Do We Go From Here? - President, Faculty Senate and Associate Dean of Instructional Services

One unit for salary credit may be earned by staff members attending all seven sessions. However, all staff members are encouraged to attend any or all sessions of particular interest to them without enrolling in the course.

5. Communications 019, Utilizing Instructional Media: An individualized course consisting of twelve self-instructional packages designed for teachers interested in learning how instructional media may be utilized.

   Topics of the twelve packages are: 1) Motion Picture Film and Film Projection, 2) Filmstrips, 3) Individualized Instruction, 4) Media Utilization, 5) Overhead and Opaque Projection, 6) Instructional Media Centers, 7) Instructional Audio, 8) Instructional Television, 9) Selection-Evaluation of Educational Media, 10) 8 mm Film and Film Loops, 11) Photography, 12) Programmed Instruction.

   Participants may choose the topics they wish to complete. Completion of one package per week is required.

   1-3 units (1 unit of salary credit may be earned for any four packages successfully completed)

Spring, 1975

1. Communications 011, Spanish for Staff: Do you yearn to speak Spanish with Spanish speakers? Would you like to join a conversational group in Spanish and hold your own? In 16 weeks we will introduce you to a basic Spanish vocabulary, some grammar, and techniques for putting them together. We will also include some helpful cultural information. For beginners and launched beginners.

   2-3 units of salary credit may be earned by staff members.

Spring, 1975 (continued)

2. Communications 012, Assertion Training: Four half-day workshops. This course will focus on the skills necessary for clear communication, especially in request and refusal situations. Participants will be provided training to enable them to take an assertive as opposed to a passive or aggressive stance in stress situations.

   1 unit of salary credit may be earned by attending all four sessions.

3. Communications 014, Minority Students in the Educational System: A study of the problems which minority students face in the educational system and an exploration of the possible ways a teacher and counselor can help them succeed in the educational system.

   1 unit of salary credit may be earned by staff members attending all sessions.

4. Communications 016, Designing and Developing Slide-Tape Presentations: Participants will learn how to design and develop effective slide-tape presentation from initial planning through story-boarding and preparing production-ready camera copy and narration.

   One-half unit of salary credit may be earned by staff members attending all four sessions.

5. Communications 017, Use of Video Tapes and Equipment: Participants will become acquainted with: 1) the potential of video for instruction, 2) on-campus video recording and playback capabilities, and 3) available videocassette and reel-to-reel recording equipment ("hands-on" experience).

   One-half unit for salary credit may be earned by staff members attending all four sessions.

6. Communications 019, Utilizing Instructional Media (repeated)

# INSTRUCTIONAL DEVELOPMENT AS A MAJOR INGREDIENT OF STAFF DEVELOPMENT

David Glenday
Foothill College

De Anza College Learning Center
Third Annual Symposium

June 24, 1975
10:30 - 11:15 AM

# INTRODUCTION

Confronted with new demands toward meeting "diverse educational needs of a diverse student body," while facing restructions on growth in budgets and personnel, the community/junior college must seek alternative ways of regenerating itself to adequately meet the revolutionary changes taking place in our society and the world. The two year college, closest of higher education institutions to the adults of the local community it serves, may be suffering from "future shock" - "the shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time."[1]

In seeking responses to this phenomena, colleges are responding with two major concepts that may aid them to adapt to rapid personal and social change - staff development (SD) and instructional development (ID). The first program focuses on the college staff, and attempts to provide the means for the total staff to better meet the needs of students - the personal, social, intellectual, and career requirements students perceive as essential to their life goals and styles.

The latter program (instructional development) concentrates more narrowly on those concerned with curriculum and instruction, toward developing a more systematic way of providing efficient, meaningful, relevant instruction based upon clearly specified objectives, be they of instructor or student origin.

It is assumed that although these two programs may serve different clients - staff or student - they are both strongly linked to the improvement of instruction. The instructional development link is clear; the staff development program with its focus on organizational structures and personal attitudes as well as instruction is less clear, until it is recognized that changes in college organization and personal attitudinal characteristics must be measured by the touchstone of their influences on the instructional setting of the institution and how well the college does meet the perceived and changing needs of its students.

Toffler[2] ends his chapter on "Education in the Future Tense" with these words:

> When millions (of men) share (a) passion about the future we shall have a society far better equipped to meet the impact of change. To create such curiosity and awareness is a cardinal task of education. To create an education that will create this curiosity is the third, and perhaps, central mission of the super-industrial revolution in the schools.
>
> Education must shift into the future tense.

It is dreamed that the twin thrusts of staff development and instructional development may serve as space age vehicles to aid the two year college to cope with a future but dimly viewed - but which we know will be vastly different from our past and our present. We may have to concentrate on what Singer calls "a future focused role image" - a conception of what the college wishes to be like at various points in the future.[3]

To close this brief introduction, a final statement from Toffler, which might have been aimed at our symposium/workshop:

> For education the lesson is clear: its prime objective must be to increase the individuals "cope-ability" - the speed and economy with which he can adapt to continual change.[4]
>
> The faster the environment changes, the more the need for futureness.[5]

For the purposes of this symposium/workshop, the workshop staff has devised a simple four step process model that may be used for both instructional development and staff development. For a moment, let us first look at the meanings of staff and instructional development, and their relationships. Later on the developmental process model and its components will be examined.

Staff Development

Staff development is the comprehensive college-wide program which provides for improvement in organizational structures, instructional processes, and personal attitudes toward helping the college staff better meet the specified needs of students.

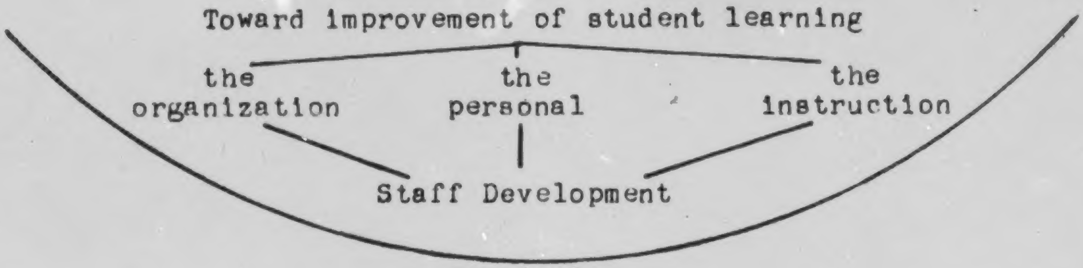


Figure 1

Staff means total college staff - instructors, administrators, clerical, paraprofessional, custodial - in short, all college employees. Typically staff improvement has included such strategies as pre-service selection and orientation, and a variety of in-service programs - institutes (short and long term), staff retreats, workshops, seminars, sabbaticals, professional meetings, personal encounter groups, travel, off campus visitations, professional college work and reading, individualized packaged programs for instruction or college orientation, exchange teaching, and internships for new staff. From this listing, one can see that three general dimensions of staff involvement emerge:[6]

A. Improvement of instruction

B. Personal growth and attitude change

C. Changes in college organizational structure (e.g., division and departmental reorganizations, addition of support areas such as instructional development, etc.)

The emerging interest in staff development at the community/junior college level would seem to rise from varied sources, among which are

A. Originally, increases in numbers of students and staff, and now a leveling off

B. Changing characteristics of student bodies (entry of the disadvantaged, women, veterans, the aged, minorities, remedial students, persons seeking mid-career changes)

C. Increased emphasis on career education and counseling

D. New community orientations (part-time staffs in continuing education, satellite colleges, new relevant courses)

E. Student demands for more personal and more relevant curriculum and instruction

F. Innovations in instructional techniques (ITV, CAI, individualization, packaging, independent study)

G. Variety in student goals (personal fulfillment, transfer, developmental programs, immediate vocational and technical training, retraining, etc.

H. Changes brought about by scientific and technological innovations in our society

I. Faculties recruited from those generally trained in liberal arts and disciplinary oriented fields more appropriate to senior college and universities.

To sum up, the community/junior college today is faced with the challenge of having successfully attracted new kinds of college students with divergent goals and now must search for ways to be responsive to all students who appear at the open door, with its promise of "equal educational opportunity for all."

Along with these rapid and dynamic changes which challenge the traditional goals, purposes, organization and operations of the junior college, one sees the origins of a growing interest by faculty, staff and administration for something called staff development - a regeneration of forces that originally created the junior college as the "people's college."

## Instructional Development

Instructional development (ID) may be defined as a systematic use of objective and empirical methods to design, develop, and implement curricular and instructional programs and experiences aimed at changes in student behaviors in thinking, feeling and acting (skills) specified as instructional objectives. Stated succinctly, instructional development poses a systematic way of approaching answers to three basic questions:

A. What do I want my student/learner to know or feel or be able to do and how well? (instructional objective)

B. How will I aid the student to reach my instructional objective? (instructional strategy)

C. How will I know when the student has achieved my instructional objective? (evaluation)

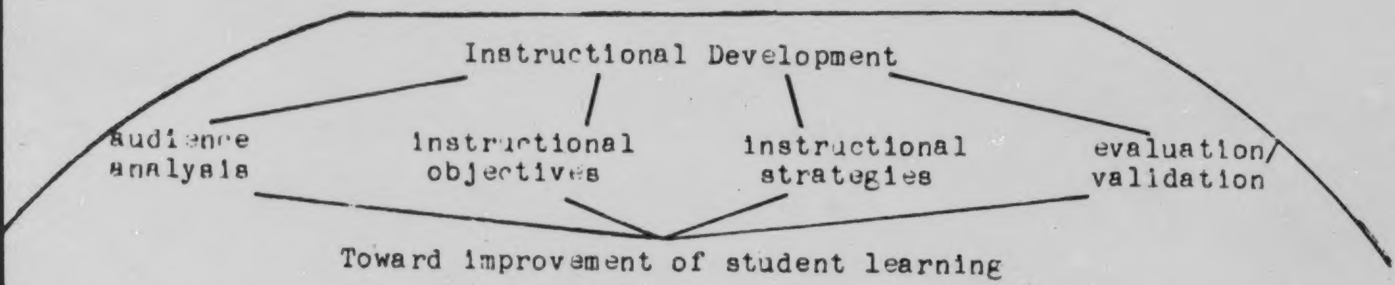


Figure 2

A simplified instructional development system might be modeled as below:

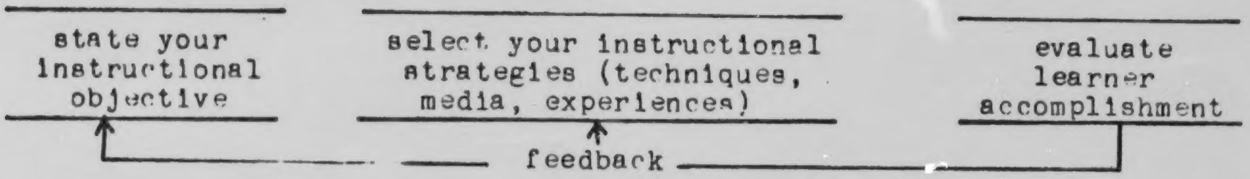

state your instructional objective
select your instructional strategies (techniques, media, experiences)
evaluate learner accomplishment
feedback

Figure 3

A major element of such a model is the feedback loop - a technique by which one can reexamine objectives and strategies based on how well the learner or learner group has achieved the stated objectives. It is this feature of systematized instruction that sheds new light on instruction and teaching. Instructors now may possess a technique that makes it possible to assess the validity of their instruction by analyzing data on how well students have achieved stated educational objectives.

The purpose of instructional development, obviously, is directed toward the improvement of college instruction. Instructional development then offers the college instructor opportunity to:

A. Inform students in a meaningful form what they are to learn to do (once he has carefully examined his own philosophy and purposes).

B. Match evaluations to objectives; no longer will objective or essay tests "cover" the total content of a course - all readings, texts, lectures and discussions.

C. Change student grading from a normative, competitive grading pattern to one based on accomplishment or achievement of a criterion - a standard by which one can judge if a student has indeed accomplished the objective.

D. Validate and revise his instruction - if students don't achieve objectives, analysis of the instructional strategies may suggest ways the instructor can revise his study units or teaching.

E. Experiment with new instructional techniques - developing a learning module (objectives, strategies, and evaluation) is basic to newer instructional techniques such as computer assisted instruction (CAI), instructional television (ITV), programmed learning, individualized packages, self-pacing, audio-tutorials, mediated learning, gaming, simulation, inquiry, etc.

F. Explore different strategies in his instruction once he frees himself from emphasis on presenting subject matter information only through lectures. If the basic knowledge of a course (facts, concepts, generalizations, theories, laws, etc.) can be modularized the instructor is freed to perform the higher levels of teaching, for example

1. Using more important levels of thinking than memory and recall (i.e., application, analysis, evaluation)
2. Dealing with student questions, reaction s, ideas, values in the precious hours of class

3. Dealing with new areas of educational concern, such as value clarification, interpersonal relations, gaming and simulation, mediated instruction, independent study, inquiry/discovery models.
4. Working with students in small groups or on a one-to-one basis to increase possibilities of humanistic learning where emotions and values can surface and be better understood and dealt with.
5. Encouraging creativity and innovativeness as instructors free themselves from the constraints of the traditional lecture and large-group presentations.

## Instructional Development and Staff Development Relationships

In conceptualizing this workshop, the design staff made several basic assumptions about the nature of staff development and instructional development, and how these were interrelated.

Assumption 1: The purpose of any staff development program is to provide opportunities for college staff to increase their effectiveness, brought about by relevant changes in organizational structures, instructional processes, and personal/attitudinal characteristics. The end result of a good staff development program should be to help the college staff better meet the intellectual, social, and personal needs of students.

Assumption 2: The purpose of instructional development is to bring together all college resources toward the improvement of classroom instruction and the creation of more and better educational alternatives toward meeting the emerging needs of a diverse student body.

Assumption 3: Because both instructional development and staff development focus on the improvement of student learning, these may be viewed as functions that relate and overlap in a myriad of ways. A major difference between instructional development and staff development may lie in the audience that is the target of these two programs: while staff development targets on behavior of total college staff personnel, instructional development concentrates more directly on student behaviors. The assumption is made that any dimension of staff development must be related to instructional improvement in some meaningful way. Otherwise, how may a college justify use of limited resources toward *staff* improvement?

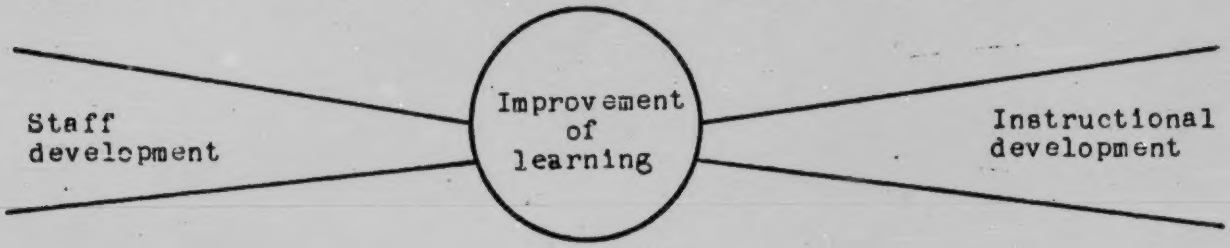


Figure 4

Assumption 4: If each of these two programs - staff development and instructional development - begins with the need to solve curricular and instructional situations (or problems), then a systems approach to problem solving may be applied to the development of feasible, specfic solutions to staff development and instructional development problems.

Based on such an assumption, the workshop staff was able to synthesize a single systematic development model that could be applied to designing developmental programs in either staff development or instructional development.

## A Systems Model

Figure 5 presents the model that we hope will provide you a systematic approach to developing either staff development or in-

I NEEDS ASSESSMENT

A. Identify educational need (problem)

B. Identify audience

C. State goals

D. Specify management tasks

II STRATEGY DEVELOPMENT

A. Define objectives

B. Prepare criterion measures

C. State strategies

D. Specify resources needed

E. Construct prototype program

III EVALUATION

A. State evaluation techniques

B. Test prototype

C. Analyze/summarize evaluation data

IV PROGRAM REVISION

A. Review evaluation summary

B. Redesign/modify program

C. Implement redesign

SYSTEMATIC PROCESS MODEL FOR

STAFF AND INSTRUCTIONAL DEVELOPMENT

structional development programs for your college. The major focus of this workshop will be on working through staff development and instructional development problems toward tentative solutions, using this model as a guide.

This prototype is offered as a process model, setting forth a series of separate but interrelated activities that will guide your progress toward the stated objectives of instructional development or staff development programs.

## A Model for Developing Instructional Development/Staff Development Programs

There are four major components in this systematic program development model: needs assessment, strategy development, evaluation and program revision. Under each of these planning functions, some sub-functions have been identified that are considered necessary to achieve the major function.

Let us examine these major and sub-functions individually, as these will be the sources of workshop activities later on.

A. Needs assessment - This function includes all the steps involved in identifying and stating the educational needs of a college staff and its students. A need may be defined as the deficiency between present knowledge, skills and attitudes of a learner (considered as a staff member or a student) and those knowledges, skills and attitudes thought necessary to perform at a stated level of mastery toward the improvement of education. This is a deliberate attempt to identify the gap between the status quo of current practice and what it might be.

Four sub-functions have been tentatively identified under Needs

Assessment:

1. Identify the educational need or needs. At this initial stage, one attempts to spell out perceived deficiences or gaps between current and expected knowledge, skills and attitudes. The sources of such needs may range from observation of current practices through interviews or study group sessions (e.g., brainstorming) to search out hidden needs. Need statements may take the form of a question (e.g, How can we provide for career counseling off campus?) or a descriptive statement (e.g., We need an inservice program for secretarial staff who wish to upgrade their skills and/or job levels).
2. Identify the audience or target population. Who specifically is the target of the needs study, and hence, the resultant educational program? Do all selected ranks or grades need the same degree and intensity of staff or instructional development? At this stage, one specifies the characteristics of potential learners - by the knowledge, skills and attitudes present at the time of assessment, as well as pertinent characteristics of the target group. For example, one may identify all instructors with ten years experience who have not been involved in professional education during that time (or) all entering students who have scored below an established score on a standardized test in communication skills.
3. State program goals. Based on the needs assessment, program developers begin to turn needs into broad, general statements of purpose as guides to future planning. Goal statements

are non-specific, long range, futuristic results toward which effort is to be directed. For example:

a. By 1980, to develop career development centers in City X to be located in various downtown sites readily available to residents and staffed by certificated counselors with programs aimed at walk-in clients.

b. To develop a series of alternate ways for secretarial staff to upgrade knowledge, skills or attitudes toward raising job levels.

4. Specify management tasks. At this point, program developers (staff development or instructional development) need to examine tasks, responsibilities, and time estimate alternatives for achieving the stated goals. What resources are necessary? Who will be responsible for program organization, administration, budget, supervision, training, etc.? A task/responsibility chart may serve to delineate authority and responsibility among college personnel for meeting management tasks:

| TASK<br>RESPONSIBILITY | Set program objectives | Specify resources needed | Budget for program | Construct prototype | Evaluation techniques | Program revision |
|---|---|---|---|---|---|---|
| President | | | 1-28 | | | |
| Vice president | | | | | | |
| Dean | | 1-25 | | | | |
| Instructional developer | 1-18 | | | | 2-15 | 3-10 |
| Staff developer | 1-18 | | | 2-4 | 2-15 | 3-10 |
| Faculty | | | | | | |

What began as a problem or need for a specified audience has now moved through developmental stages to formulation of a goal statement(s) and identification of college personnel responsibilities and tasks.

The developer now is ready to consider a variety of strategies or alternatives for achieving a specific goal or result called strategy development.

B. Strategy Development

1. Goals, those rather broad and non-specific end statements must now be translated into a series of instructional objectives - clear, concise, specific statements of observable actions that will, when accomplished, reveal that the need or gap has been decreased or alleviated.

   Instructional objectives tell us what the target population will be able to do at the completion of the educational experiences provided. These descriptive statements contain three major components:

   a. The performance conditions under which the observable behavior will occur (i.e., the givens).
   b. The observed performance or behavior (an action or product) to be demonstrated by the learner after completion of the appropriate learning strategies.
   c. The criterion of success or acceptable standard of achievement or degree of mastery of the observed performance when completed.

For example:

a) Given X dollars from the Innovation Fund, and one quarter released time, design five audio-tutorial instructional modules for a college chemistry course to meet the needs of allied health students, each module to demonstrate that the student has mastered the knowledge (concepts) stated in that module by receiving a score of at least 80% on an instructor prepared written objective examination.

b) Given a non-functioning automobile, the automotive mechanics student will correct the malfunction (after appropriate diagnostic tests) so that the automobile will operate efficiently on a five mile test run with class instructor present.

3. State strategies necessary to achieve objective. Once objectives are stated clearly, we can now select among alternatives for accomplishing our objectives. The objectives, in fact, should themselves suggest the kinds of strategies called for. In a subsequent paper, Dr. Sink will suggest three possible alternative strategies for reducing a need: environmental change, motivational incentives and instruction. He will also present suggestions about the type of educational experiences deemed most effective and efficient for adult learning.

But briefly, at this stage, the developer attempts to put together the best mix of experiences, instructional techniques, media, and types of interactions between learners and instructors thought optimal for achieving the objectives. In instructional development, strategies focus on changing student behaviors (cognitive, affective and/or psychomotor); in staff development, strategies aim at change in faculty behaviors (instructional, personal/attitudinal or organizational).

Remember, initial strategies are generally hypotheses. Only when the strategies appear to bring about the achievement of stated instructional objectives can they be said to be appropriate, meaningful and valid.

4. Specify resources needed. The developer can now begin to de[illegible] and assemble the varied resources specified in t[illegible]egy - this includes funds, college personnel, facilities, equipment, print and non-print media, consultants and the setting up of calendars and time lines. Listing resources needed to accomplish the objectives helps the developer to determine which resources are currently available and which still need to be obtained or developed.

5. Construct prototype program. During this step, all the subcomponent parts of the program are drawn together in a package - the objectives, the resources, the strategies, and the criterion measures. The package elements are analyzed to see that all components are related logically and that no key steps in the development process have been overlooked. The integrated package may be checked against the Program Evaluation Checklist, prior to preliminary testing during the evaluation

stage to determine its validity.

C. Evaluation

1. State evaluation techniques. At this step (or preferably earlier), the evaluation measures should be clearly designated. The key rule here is: evaluation measures must test the same performances or behaviors specified in the instructional objectives. The developer has at his disposal a wide variety of evaluation measures classified under three headings: tests, self-report and observational techniques. Examples of these measures follow:

    a. Tests

        1) Oral and written
        2) Informal and standard
        3) Essay and objective
        4) Mastery, survey and diagnostic
        5) Individual and group
        6) Performance, verbal and non-verbal
        7) Speed and power

        These may be used to measure what staff or student knows (cognition)

    b. Self-report techniques

        1) Interview
        2) Questionnaire

        These may measure consequences or results of what the staff does

    c. Observational measures

        1) Anecdotal records
        2) Checklist

3) Rating scales

4) Sociometric procedures

These measure consequences of changed behavior. Some developers prefer to state their criterion measures at the beginning stages of development, even before they write descriptive objectives, as the criterion measure is the "ultimate operational measure of what you are trying to teach."[7] For example, the developer may need to ask at an early stage

- What questions do I want the learner to be able to answer and what is the minimal level of performance for an acceptable answer?
- What problems do I want the learner to be able to solve, and what is the minimal level of performance for an acceptable solution?
- What actions or tasks do I want the learner to be able to carry out, and what is the minimal level of performance for an acceptable action or task?[8]

In evaluation of staff development programs, with its components of organizational structure, instructional process, and personal/attitudinal dimensions, the following types of evaluation measures are suggested:

a. Organizational structure: self- report techniques (interview or questionnaires), observational measures (rating scales, sociometric scales)

b. Instructional process: tests (any type related to the objective), self-report techniques, observational measures

c. Personal/attitudinal: self-report techniques, observational measures.

The instructional developer may want to use tests or observational measures to validate the instructional modules effectiveness with student's cognitive or psychomotor learning. Self-report techniques and observational measures may serve to check the modules effect on student motivation and interest, his work habits, his problem areas in completing the modules, his likes and dislikes about the module, and other personal and covert reactions to the module or program.

2. Test the prototype in field tryout. The completed program needs to be tested with a small sample of the target population. The purpose here is to seek validation of the package elements - objectives, strategies and evaluation procedures, as well as gaining learner reactions to the procedures. Methods of collecting data will need to be specified and appropriate data collection forms designed.
3. Analyze and summarize evaluation data. The results of the field tryout will need to be summarized, and suggestions for revision compiled. This step may best be done by an outside, objective analyst who will look at the program through less biased eyes than the developer. The key rule here is - how well did the learners achieve the instructional objectives? In addition, you may need to look at learner responses during the tryout, searching for error responses, observing motivation and interest, seeking student statements about what may have been confusing or difficult, or inadequate in directions and exercises.

### D. Program Revision

1. Review of the evaluation summary. The evaluation summary needs to contain the results of the preliminary evaluation tryout: how well were the objectives met by the target sample; how did learners react to the learning strategies; what problems arose during the tryout for developers and learners; which strategy components performed well and which failed and why. This summary is reviewed carefully toward establishing the critical revisions that need to be made toward the redesign and/or modification of the program package.
2. Redesign/modification of program. Based on the review of the evaluation summary, revision of program elements is made. Revision should be made primarily toward increasing learner performance on the criterion measures, but learner response data during the program is also considered valuable.
3. Implement redesigned program. Depending on the amount and kinds of revision, the developer will now decide if the modified program (a) needs further field testing with a new target population sample, or (b) if the modifications were so minor, that the program can now be implemented full scale with the target population.

It is hoped that the evaluation/program revision cycle will continue for the life of the program. It is primarily through this continuing evaluation that a program may be kept vital, dynamic and current to the needs of college staff and students.

## Conclusion

In the next years, the community/junior college will be faced with new problems of a curricular and instructional nature as it attempts to meet the "diverse needs of a diverse student body" with steady-state personnel, facilities and budgets. Improvements in college instruction and services most likely will need to be generated within the existing college. The systematic development model offers a process for program improvement that encompasses three major operational characteristics:

A. Instructional development and staff development are considered products of team effort.

B. Instructional development and staff development focus on the user of the programs rather than on the knowledge, skills, and attitudes of conventional development program.

C. Instructional development and staff development provide for a continuous cycle of trial and revision until defined performance criteria are achieved.

It is hoped that this model offers the program developer a set of replicable, tested procedures that can be used for the development of instructional development and staff development programs, whether these are viewed as separate or integrated unities.

The symposium staff hopes that this developmental model and the workshop derived from it "emerge as the basis (for future) commitment to informed, rapid evolution - rather than irrational and immediate revolution - in a time of critical demands upon beleaguered educational institutions."[9]

# FOOTNOTES

1. Alvin Toffler, Future Shock. New York: Random House, 1970. Page 2.

2. Ibid, page 427.

3. Ibid., page 421.

4. Ibid, page 403.

5. Ibid., page 420.

6. William H. Bergquist and Steven R. Phillips, "Components of an Effective Faculty Development Program, Journal of Higher Education, Volume XLVI, Number 2, March/April 1975, pages 177-211.

7. William A. Deterline and Peter D. Lenn, Coordinated Instructional Systems. Palo Alto: Sound Education, Inc., 1972. Page 11.

8. Ibid., page 12.

9. Robert L. Baker and Richard E. Schutz, editors, Instructional Product Development. Van Nostrand Reinhold Company, 1971. Back jacket flap.

# SPECIFYING OBJECTIVES AND DEVELOPING STRATEGIES; EVALUATING PERFORMANCE

DARRYL SINK
WEST VALLEY COLLEGE

DE ANZA COLLEGE LEARNING CENTER'S
THIRD ANNUAL SYMPOSIUM
JUNE 24, 1975
3:15 - 4:00 P.M.

# INTRODUCTION

The leveling off of college enrollments and the stabilization of the college staff has brought an increased awareness of the importance of providing for the development of existing staff at all levels. This awareness has brought increases in both material and human resources. Further, it has been predicted (O'Bannion) that this support for staff development will continue to increase in the 1980's. While the idea of increasing the effectiveness of our institutions through staff development is an exciting one, staff development programs must be carefully planned if they are to meet this high level expectation.

A carefully planned staff development program, as in most educational ventures, depends to a great extent on the degree of success with which three important tasks are accomplished.

1. Identifying worthwhile educational objectives.
2. Identifying optimal strategies for realizing educational objectives.
3. Identifying evaluation procedures that effectively measure educational objectives.

It is the purpose of this paper to explore some of the techniques and procedures available for the accomplishment of these three tasks. To do this, each task will be considered separately via information available from a new and emerging field of study called instructional development. Instructional development is in a sense that field that seeks to study the processes and interactions related to the three tasks listed above. By utilizing the procedures and techniques already available to us through the field of instructional development designs for creating effective staff development programs can be accomplished. Following such designs should yield benefits far beyond those normally expected.

## TASK I: IDENTIFYING WORTHWHILE EDUCATIONAL OBJECTIVES

Worthwhile educational objectives for staff development are objectives designed to meet the real needs of a specific staff at a specific institution. The necessary first step then to identifying worthwhile educational objectives for a staff is to identify their educational needs. Applied to staff development an educational need can be defined as:

> "...any condition in which there is a deficiency in knowledge, skills or attitudes that keeps a staff member from performing his or her job at the required level of mastery..."

Fortunately instructional developers have designed a technique for identifying educational needs known as needs assessment.

While needs assessment holds a number of interpretations (Sink,1972) it is generally explained as some sort of process that seeks to identify deficiencies which can hopefully be alleviated through education.

To do a needs assessment for staff development will necessitate identifying the knowledge, skills, and attitudes required of a staff job, and then contrasting the staff's current behaviors with those required. In this way the gap between what we want and what we have is identified. This gap is the educational need.

| Required | | Current | | Educational Need |
|---|---|---|---|---|
| Knowledge (k) | — | Knowledge (k) | = | (or deficiency) |
| Skills (s) | | Skills (s) | | |
| Attitudes (A) | | Attitudes (A) | | |

### Identifying Required Knowledge, Skills and Attitudes (KSA)

Identifying required (KSA) can at first seem a monumental task. Making an early decision based on the amount of information available to you about a particular staff job, however, greatly simplifies the task. When a relatively large amount of information about the needs of a particular job is available the more open-ended questionnaires or interviews should be avoided and the more simplified sorting techniques such as variations of the Delphi technique should be used. On the other hand, when relatively little information is available about the needs of a particular job, more open-end questionnaires or interviews are not only preferred but usually necessary in order to generate information on the needs of a staff job.

| | Open ended | Sorting |
|---|---|---|
| Large amount of Information | ▨ | Optimal |
| Small amount of information | Optimal | ▨ |

Selecting needs assessment techniques according to the amount of information available.

One staff job for which large amounts of information is available is teaching. Tremendous efforts have gone into the identification of the (KSA) necessary to do good teaching. Many of these efforts have resulted in very clear competency statements. One of particular interest is the Okey and Brown (1973) list.

The Okey-Brown list includes competencies across seven broad functions of teaching and across three levels (for beginning, experienced and master teachers).

It would seem unwise to start to identify required (KSA) from scratch when such descriptions already exist. This doesn't mean, however, that you might not add to or delete from these lists as local requirements are identified. (Sink, 1974).

An example of a staff job for which little information is available is the division secretary. There are no lengthy list of competencies for this staff job. We are all very aware, however, of the importance of such jobs. To determine the (KSA) required of a division secretary will then best be identified through the use of some type of open-ended questionnaire or interview.

Davies (1971) has suggested a way to save considerable time when using these techniques. He suggests that we spend most of the time interviewing those people that already possess the (KSA) required of the job. He calls this person the "master". The "master" in this case is not necessarily the best at the job, but rather anyone who is effectively and efficiently doing the job.

This is important because if we use the very best staff member to identify (KSA) for a particular job our expectation will be set too high. The consequence of such a procedure would be to over spend in training the staff. Conversely, if we choose staff members that do not possess all the (KSA) to do the job, training will be too brief and the staff will remain deficient.

One last thing that is important to this part of doing a need assessment is to check with all the people that have an interest in the job. This is as true of situations requiring open-ended techniques as it is for sorting techniques.

## Identifying Current Knowledge, Skills and Attitudes (KSA)

Identifying the degree to which the required (KSA) are already part of the staff's behavior is the next important part of a needs assessment. Such an approach will avoid training in unnecessary areas and seeks to highlight the usefulness of what (KSA) a staff already possess.

In many cases measuring devices will need to be constructed. A few competency lists for teachers do come with matching measuring tools but most do not. What is important is that the measurement match with the (KSA) listed in the first part of the needs assessment. For example, if a teaching requirement is to identify knowledge and higher-than-knowledge level objectives with ninety percent accuracy then the measure should look something like this.

Beside each statement below write K if it is a knowledge level objective and H if it is higher than knowledge.

_____ a. Given statements that describe the functions of the major organs of the body (heart, stomach, lungs, etc.), identify the name of the organ described.

_____ b. Given any pair of numbers less than 10, state their sum. Acceptable performance is giving at least 18 or 20 such problems correctly in two minutes.

_____ c. Demonstrate the presence of microscopic life in the water when provided with a sample of pond water.

_____ d. Calculate the percentage of games won when given the won and lost record for a team (for example, a basketball team has won six and lost nine games).

If a secretarial requirement is to type 60 words per minute, then the measure in this case must be a performance test. If this type of measurement is unfamiliar to the reader, Mager's book Measuring Instructional Intent will make for a delightful way to learn the procedure.

## Identifying the Educational Need (or Deficiency)

Identifying the educational need is the third and easiest part of a needs assessment if the first two parts have been done well. What is done is to identify the gap between the required (KSA) and the current (KSA) possessed by a staff. For example, the secretarial skill of typing 60 words/minute with only one error, may be set as a required skill. When a secretary is tested and found to type 40 words/minute with two errors the educational need (deficiency) is to increase the secretary's typing skill by twenty words/minute while decreasing their errors by one.

Another way to identify the educational need is to use sampling techniques. For example, if we test a sampling of the teaching staff on five competencies we can determine an estimate of the percentages of staff that are already proficient in each competency. Consider the competencies listed below:

| Competency | Sample % Currently Possessing Competency |
|---|---|
| #1 | 87% |
| #2 | 41% |
| #3 | 52% |
| #4 | 89% |
| #5 | 21% |
| etc. | etc. |

Sample percentage of the Staff already proficient in a competency.

It can be determined that competencies one and four are less in need of training than competencies two, three and five. While this technique is not as accurate as measuring each staff member's competency, it is infinitely quicker and easier.

We have now examined some, but not all of the procedures and methods for completing a needs assessment. We have explored two broad ways of identifying required (KSA), a principle for measuring the current (KSA) and two alternatives for identifying the gap (or educational need) between required and current (KSA). Next we will consider ways of meeting educational needs.

## Meeting Identified Needs

Meeting identified needs can be done in three broad ways:

1. By changing the work environment
2. By increasing motivation
3. By education.

Consider the secretarial skills mentioned earlier. It was determined that the desired typing speed was 60 word/minute and that many secretaries were typing at 40 words/minute. The question is: What are our alternatives in decreasing this gap? We might naturally jump to the conclusion that a training program is what is needed. However, there are several other alternatives that should be considered. The alternatives for decreasing a need generally fall into three categories:

1. Environment
2. Motivation
3. Instruction

All three need to be considered. In the case of the secretaries, the environmental factors may be interfering with their typing speed. Perhaps there are unnecessary interruptions, or the typewriters are manual instead of electric, or the noise level is so high that it interferes with the secretaries' concentration. Simply changing some or all of these may solve the problem and meet the need without any training at all.

The second of the alternatives has to do with motivation. Do the secretaries feel their work is worthwhile? Perhaps increased recognition or rewards can be enough to get the secretaries to meet the need. After all, the secretaries do already know how to type. What is needed is to get them to type faster.

Thirdly, we may determine that there is indeed a need for training. That is, there are certain things the secretaries do not know that require training. It is at this point that training objectives should be written from the identified needs.

While these three ways to meet needs have been considered separately it should be kept in mind that they can be used in various combinations. We may find in the example above that what is needed is both new typewriters and a system of rewards for increasing typing speed. In any case, training should be one of the last considerations due to its high cost and due to the realization that training may not work if other factors are causing the problem.

In summary, worthwhile educational objectives are objectives resulting from clearly identified needs that may be met most effectively through some sort of educational program. This necessarily means that other alternatives to education (i.e., environmental solutions and/or motivation solutions) have been considered.

## TASK II: IDENTIFYING OPTIMAL STRATEGIES FOR REALIZING OBJECTIVES

With the identification of the objectives that require some sort of educational experience comes the question of how to design educational experiences for realizing the objectives. The degree of success involved in designing effective educational experience for realizing staff development objectives will depend heavily on the recognition that:

1. Adults require special educational strategies, and that:
2. Adults know a great deal more than we usually think.

By considering these two factors in designing educational experiences for staff development we can design programs that are both effective and efficient.

### Discovery Strategies

By the time we are adults we all have a rather well defined view of the world and how we relate to that world. As a result, changing our views or getting us to look at something differently requires special strategies. In essence, these strategies must be ones that help us discover things for ourselves. Simple tell and do approaches generally won't have much affect on adults.

Educational experiences for adults must be so designed as to allow people to discover for themselves the worth or value of an idea. Two methods used to assist in helping adults discover things for themselves are instructional games and/or simulations and self-directed study.

### Instructional Games and/or Simulation

Not all but most instructional games and/or simulations are directed toward discovery of ideas, concepts and/or relationships. Take for example GAMEgame. GAMEgame is an instructional simulation-game in which people learn to design, use and evaluate educational games.

GAMEgame is played in four sessions. A description of each session and the activities for the players are described in Appendix B.

What is important about GAMEgame is that it is structured in such a way that people discover how games might be used, designed and evaluated, through actually experiencing what it is like to be a game designer. It is this kind of discovery experience that can effectively provide adults with the educational experience needed to decrease their educational needs.

## Self-Directed Study

Another general strategy for staff development is that of self-directed study. This has worked well with adults when carefully stated educational objectives have been prepared. In this strategy staff are simply asked to accomplish the objectives given them in any way they wish.

Mager and Clark (1963) reported on a study in which this was tested. Adult students were presented with carefully stated objectives and asked to accomplish the objectives in any way they liked. The teaching staff was available, but would only answer questions put to them. The adult student finished the course in 65% less time than used in the usual course of study. The adult students also appeared to be as well, if not better equipped than the graduates of the traditional course.

The main advantage inherent in such an approach seems to be in its ability to capitalize on what people already know.

Realizing that adults know more than we often think is paramount to putting on effective staff development programs. It is only those things they do not know that should be of concern to us. It is, however, important to note that while there is not a great deal of difference in what adults know, the quality of what they know varies greatly (Gilbert, 1964; Davies, 1971).

You may, for instance, say you know nothing about developing black and white photographic prints, but this is not true. If you examine all the operation a photographer uses to develop prints, you will find you can already do most of them. Nevertheless, the few operations you have not acquired prevent you from making a black and white print. In terms of what the photographer and you know, there is little difference between you; in terms of the value of what you know, you are worlds apart.

Once it is recognized that adults have already acquired most of what they need to know to do a job, we can get on to providing an educational program only on those things they do not know. Following such a procedure will greatly increase the value of what a staff knows. This should bring benefits far beyond what would normally be expected from staff development programs.

## TASK III: IDENTIFYING EVALUATION THAT EFFECTIVELY MEASURE EDUCATIONAL OBJECTIVES

After a careful analysis of staff needs and designing strategies optimal for meeting staff needs it remains to be seen if our strategies worked. That is, did the job aid, educational programs, changes in the environment and motivational approaches meet the needs of the staff. To decide on an appropriate evaluation procedure (or procedures) it is important that we realize from the start that the evaluation should be done for the purpose of improving the staff and the staff development program and should not be used in punitive ways (O'Bannion). Designing evaluation measures for punitive reasons will surely mean certain destruction to a staff development program.

To begin developing evaluation measures for the purpose of improving the staff development program and for providing feedback to the staff, it is helpful to keep a basic rule in mind:

> The evaluation measures should match the desired performances as closely as is reasonably possible.

To do this it is important to evaluate on one or more of three things:

1. What the staff knows (cognition)
2. What the staff can do (performance)
3. The results of what the staff does (consequences).

### Measuring Cognition

Measuring what the staff knows can often be done with paper and pencil tests. Such tasks as writing behavioral objectives, ranking a list of tasks to be done in one day according to a set of priorities, or describing procedures for student motivation are all examples of tasks that can be measured in this way.

### Measuring Performance

Measuring what the staff can do usually requires assessment on the job (i.e., classroom, work station, etc.) For example, performances such as tutoring students, conducting discussions, or administering tests are all interactive skills and require assessment while on the job.

If it is not possible to assess these kinds of skills on the job then a simulation such as peer teaching is needed.

While most performance tasks need to be measured on the job a second group of performance tasks may be learned and measured apart from the job, e.g., preparing criterion referenced test, operating audio visual equipment, or filling out divisional work budget sheet. While the context of the job may have some effect on the ability of people to perform in these tasks it should have minimal effects while still giving you a measure of performance. Various instruments may be used for the measurement of performance tasks. Observation instruments such as the Flanders interaction analysis (1970) are important tools for measuring teacher performance. Video and audio taping can be prepared and coded for various performance skills.

What is important is to make sure your instruments measure all the aspects of performance that are important. To delete any important performance will surely reduce the probability of the staff member being able to do what is expected.

## Measuring Consequences

Measuring the consequences of staff development is perhaps the most important yet most neglected of the three types of evaluation. To measure the consequences of staff development is to determine how staff actions have affected behavior. If it is the division secretary, you must focus on the behaviors of faculty, supervisors or other personnel directly affected by the secretary's actions.

Consequence measures will be as diverse as the objectives the staff is attempting to accomplish. If a teacher is attempting to teach students to identify minerals, then a post-test on identifying minerals will indicate the degree to which the students and the teacher have succeeded. Similarly, if a librarian has as an objective increasing voluntary use of the professional reading room by faculty, then discreet checks on the number of faculty using the reading room will be the means of measuring the degree to which the librarian has been successful.

A great deal of emphasis has recently been put on this type of evaluation. These efforts seem to be correctly directed. Teachers should be evaluated by what students can do and librarians should be evaluated on whether students and faculty use their service. At this time, however, using consequence as the only criterion of competence seems unwise. We must therefore, rely on all three types of evaluation to determine the success of staff development.

# SUMMARY

This paper has suggested that the success of staff development programs will depend to a great extent on our ability to perform three tasks:

1. Identifying worthwhile educational objectives
2. Identifying optimal strategies for realizing objectives
3. Identifying evaluation procedures that effectively measure educational objectives.

The technology from the field of instructional development was used to suggest techniques, procedures and basic considerations regarding the three tasks.

While it is easy to agree that these are important or even essential tasks to the success of staff development, performing the task will take a great deal of effort and skill. If we do not over-compromise ourselves in performing each task, the rewards of having an effective, competent and happy staff stands to be a most satisfying reward.

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# APPENDIX A

## Competencies for Performance-Based Teacher Training

Paper by

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# Competencies for Performance-Based Teacher Training

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Growing dissatisfaction with the quality of instruction in the United States has led to suggestions that teacher certification be based upon clearly defined performance criteria. The states of California, Florida and New York, for example, are now instituting such performance-based systems. It is likely that many other states will follow.

No satisfactory description of the components of a performance-based system of teacher training currently exists, however. Aside from being able to describe general system characteristics (e.g., prespecified operational objectives, objective-based instruction and evaluation), little attention has been given to specific competencies that must be developed, the manner in which these competencies are interrelated, and procedures by which they can be taught to pre- and in-service teachers.

In this paper, we will present an organizational scheme for identifying and classifying skills for teacher training programs. We will also list the competencies we have identified and describe a delivery system for making the training available to teachers in pre-service or on-the-job locations.

## Performance-Based Teacher Training (PBTT)

Performance-based systems of teacher training are based on the assumption that a set of skills, attitudes and cognitions exists whose possession increases the likelihood of a person being a successful teacher.

A further assumption of PBTT programs is that at least a portion of these skills, attitudes and cognitions can be identified, stated in operational terms, and promoted through instruction. In PBTT these goals are stated in advance of instruction. The program developer orients his instruction toward them, and both the training program and the teacher being trained are evaluated in terms of the trainee's ability to demonstrate mastery of the prespecified objectives.

This view of learning and instruction reflects the behavioral school in psychology. Here, learning is viewed as a change in observable behavior not attributable to growth or maturation. By altering the environment in which learners operate, teachers are able to change the behavior of their students. The teacher is viewed as an interventionist in the classroom; clarifying goals, motivating students, diagnosing learning problems and, in general, aiding students in learning specific knowledge and skills. In this manner, the teacher operates as a learning manager, shaping learning through his manipulation of the environment. It is the assumption that learning management reflects a set of skills which can be identified and taught to pre- and in-service teachers that forms the basis for PBTT. PBTT educators attempt to provide their students, present and future teachers, with skills that will help them produce observable behavioral changes in their students.

## Identification of Teaching Skills

Identification of the objectives for performance-based teacher training can proceed in several ways:

1. By polling interested parties: teachers, principals, supervisors, or teacher educators can be asked what skills they think teachers ought to learn.

2. By poaching from prepared lists: various institutions (cf. Schmidtlein, 1970) and individuals (cf. Houston, 1971) have listed teaching skills that can serve as sources for objectives.

3. By observing how experienced teachers act: observations can be made of master teachers at work in an effort to identify the teaching skills they use.

4. By analyzing the teaching act: Stolurow (1965) and others have suggested that teaching skills can be identified by analyzing the psychological requirements for learning to take place.

The competencies listed in this paper were identified by using a combination of the four methods with an emphasis on the last, analysis of the teaching act. Our analysis was strongly influenced by Freider's (1970) work in which six teaching functions are identified. These functions compose the acronym ODPrIME as follows:

| | |
|---|---|
| O | Formulation of objectives for learning activities |
| D | Diagnosis of the learner's instructional needs |
| Pr | Prescription of instructional activities for the learner |
| I | Instruction of the learner |
| M | Motivation of the learner |
| E | Evaluation of learner's degree of achievement of objectives |

These six functions provide neither a mutually exclusive nor a collectively exhaustive statement of a teacher's functions or responsibilities. They do, however, describe a large part of a teacher's job and provide an organization for identifying specific competencies. For each of the six functions, one can identify sets of skills needed to carry out that portion of a teacher's total task. These sets of skills are called "competency clusters."

To date, thirty-seven competency clusters have been identified; it is expected that others will be added as our work proceeds. Some of these clusters are shown in Figure 1. The rows in the figure represent teaching functions. Each row contains competencies hypothesized as being necessary for performing the teaching function assigned to that row. For example, the teaching function, "Instruct Learners," has competency clusters for tutoring, question-asking, probing and organizing teaching teams.

Because teachers do not require training in all teaching competencies prior to entry into the classroom, the clusters have been grouped into three experience levels (the three columns in Figure 1).

| | |
|---|---|
| Level 1 | Basic competencies for novice teachers and para-professionals. These skills should be acquired either before entry into the classroom or during initial contacts with students. |
| Level 2 | Competencies for experienced career teachers. These are skills which may best be developed through in-service or on-the-job training. |
| Level 3 | Skills for a master teacher or a teacher assuming leadership responsibilities (e.g., team leader or department head) in addition to teaching. |

Among the clusters contained in the second column, (i.e., skills to be acquired by experienced teachers), are competencies of objective writing, measuring reading ability and organizing peer tutoring. These are skills which an experienced teacher should be able to perform and relate to one of the six teaching functions as indicated. Similarly, other clusters are designated for beginning or master teachers.

For each competency cluster shown on the grid in Figure 1, specific outcomes or performance statements have been identified. These performance statements, which are listed in the Appendix to this paper, operationally describe the major skills that comprise each competency cluster. For example, for the cluster "Using Para-professionals in the Classroom," five outcomes have been listed. These are:

| Skill Levels / Teaching Functions* | LEVEL 1<br>Beginning Teacher | LEVEL 2<br>Experienced Teacher | LEVEL 3<br>Master Teacher |
|---|---|---|---|
| SPECIFY OBJECTIVES | 1.10 Writing Objectives I**<br>1.11 Selecting Objectives<br>1.12 Cognitive, Affective and Psychomotor Objectives | 1.20 Writing Objectives II<br>1.21 Bloom's Taxonomy<br>1.22 Affective and Psychomotor Taxonomies | 1.30 Sequencing Objectives |
| DIAGNOSE LEARNERS | 2.10 Constructing Evaluation Measures<br>2.11 Administering and Scoring Diagnostic Tests<br>2.12 Sight, Hearing, Speech, and Psychological Testing for Teachers | 2.20 Measuring Reading Ability and Reading Level<br>2.21 Using and Interpreting Standardized Test Scores | 2.30 Identifying Physiological and Psychological Disorders |
| PRESCRIBE INSTRUCTION | 3.10 Selecting Materials and Resources of Instruction<br>3.11 Prescribing Instruction for Individuals | 3.20 Organizing Peer Tutoring<br>3.21 Using Para-professionals in the Classroom | 3.30 Training Para-professionals<br>3.31 Matching Students with Instruction<br>3.32 Developing Instructional Segments |
| INSTRUCT LEARNERS | 4.10 Tutoring<br>4.11 Procedures for Individualizing Instruction<br>4.12 Question Asking<br>4.13 Leading a Discussion<br>4.14 Effective Learning<br>4.15 Teaching for Mastery | 4.20 Probing Techniques | 4.30 Organizing a Teaching Team |
| MOTIVATE LEARNERS | 5.10 Student Record Keeping<br>5.11 Using Contingency Management in the Classroom | 5.20 Gaining Student Attention | 5.30 Organizing Contingency Management Programs<br>5.31 Conferencing and Counseling with Students and Parents |
| EVALUATE INSTRUCTION | 6.10 Marks and Grades<br>6.11 Reporting Progress to Students and Parents<br>6.12 Teacher and Program Evaluation | | 6.30 The Teacher as Experimenter<br>6.31 Evaluating Affective Behavior<br>6.32 Analyzing Verbal Interaction |

*Based on a model by Freider (Educational Technology, February, 1970)
**Each title in the chart denotes a module of instruction of varying length.

FIGURE 1. An Organization for Teaching Functions, Skills Levels and Training Modules.

a. Identify appropriate and inappropriate uses of para-professionals from descriptions of teacher behavior.

b. Describe a variety of uses for para-professionals in the classroom.

c. Given a description of teaching tasks for a day, select those suitable for the teacher and those for para-professionals to carry out.

d. Prepare oral or written instructions for a para-professional for a specific task.

e. Given descriptions of para-professionals in action, distinguish appropriate from inappropriate behavior according to a set of teaching rules.

Similar objectives can be found in the Appendix for each of the clusters listed in Figure 1. Since the competency clusters and sets of subskills are arbitrarily defined, we realize that alternative formulations may exist. Thus, the clusters and corresponding subskills should be viewed as hypotheses subject to revision as more experience and data are gathered.

A preliminary study has been done in which pre-service teachers, employed teachers, principals/supervisors, and teacher educators classified the skills according to the time in a teacher's career when they should be learned. Comparisons of these rankings showed that employed teachers and teacher educators were in substantial agreement about when various clusters of skills should be learned. The widest differences of opinion were between the rankings of pre-service teachers and principals/supervisors.*

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*Brown, J. and Okey, J. Identifying and classifying competencies for performance-based teacher training. Paper presented at the American Educational Research Association Annual Meeting in New Orleans, February, 1973.

## Delivery Systems

Although the identification and classification of teaching skills is an interesting task in itself, the ultimate purpose of this activity is to identify a set of competencies which can form the basis of a competency-based program of pre- and in-service teacher training. Use of the grid described above has allowed us to identify and sequence a variety of skills. Establishing a delivery system capable of producing these competencies in pre- and in-service teachers is a challenge that remains.

We visualize producing an instructional module based upon each of the competency clusters listed in Figure 1.** Each module would be self-contained and would be independent of other modules in the series to the extent that this is possible. Certain prerequisite behaviors would be required, however, for entry into some of the modules. The modules would contain a variety of stimulus materials, the precise nature of which would be dependent upon the tasks being developed. In some cases, the modules would be built upon pencil and paper exercises; for some, audio-visual materials would be required; in still others, simulated or actual experiences would form the basis for instruction.

The modules would be designed to be used in a variety of settings, especially in field-based pre- and in-service training environments. Because they are not sequential, they could be used in a variety of sequences

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**A report on the effects of using a module already developed can be found in Okey, J. and Ciesla, J. Alternative designs for the evaluation of teacher training materials. Acquiring Teaching Competencies: Reports and Studies. Report #2, October, 1972. Bloomington, Indiana: National Center for the Development of Training Materials in Teacher Education. This paper will also be published in the AV Communication Review, 1973, (in press).

and would be especially useful for helping teachers meet whatever felt needs and interests they might have at a particular time. In particular, the modules should not be thought of as a complete program of teacher education that must be studied in sequence and in total. Instead, the intention is to produce a library of training materials from which teachers can select modules of interest and value.

To provide feedback regarding development of interactive teaching skills, the modules would rely heavily upon the concept of the "Teaching Clinic" (Olson, Barbour, and Michalak, 1971) and would be designed so that teachers could help critique one another without threat or embarrassment.

## Summary

In this paper a scheme for organizing teaching skills or competencies is described. The competencies are divided among six functions of a teacher and further classified according to when they would be learned. A description is given of how the instruction to teach the competencies can be developed and delivered.

The organization of teaching competencies should be viewed as both tentative and incomplete. Certainly the six teaching functions are not an exhaustive description of what a teacher does. Even with this constraint, however, a large part of a teacher's job can be described with the six functions. Other teacher educators or developers may wish to add to the proposed list of competency clusters, modify them, or alter the entire scheme. The hope is that from this attempt and related efforts to organize skills for performance-based teacher training, a clearer, more complete statement may emerge of what teachers should learn to do.

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# APPENDIX

The performance outcomes for each of the module titles listed in Figure 1 are given in this section. Keep in mind that this is not an exhaustive set of performance statements for each module. Major terminal outcomes for the module are listed along with some hypothesized prerequisite skills. A more complete listing of skills will be available in the future as the modules are developed.

### 1.10 WRITING OBJECTIVES I

a. Construct performance objectives that include conditions of performance, behavioral terms, and standards of acceptability for given or selected topics.

b. Given statements of intended student outcomes, classify as performance or non-performance.

c. Construct performance objectives at the knowledge and the higher than knowledge levels (of Bloom) for given or selected topics.

d. Describe commonly given reasons for stating objectives of instruction in performance terms.

### 1.11 SELECTING OBJECTIVES

a. Identify commercial and public sources of performance objectives.

b. Select objectives from available sources for given or selected topics.

c. Describe procedures for obtaining objectives for study by consulting curriculum guides, students, community persons, and subject matter specialists.

d. Identify appropriate and inappropriate strategies for obtaining objectives in descriptions of teacher activity.

### 1.12 COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR OBJECTIVES

a. Classify given objectives as cognitive, affective, or psychomotor.

b. Given sets of outcomes, objectives, or questions for the affective and psychomotor taxonomies, classify them in the appropriate category.

c. Construct objectives or questions for each of the levels of the affective and psychomotor taxonomies.

d. Describe possible uses by teachers and curriculum workers of an affective or psychomotor taxonomy.

## 1.30 SEQUENCING OBJECTIVES

a. Given a set of related objectives, order them from simplest to most complex.

b. Given a terminal objective, construct several prerequisite objectives.

c. Describe procedures for generating and validating a learning hierarchy.

d. Given a terminal objective, construct a learning hierarchy of hypothesized prerequisite tasks.

## 2.10 CONSTRUCTING EVALUATION MEASURES

a. Given an affective, cognitive, or psychomotor objective, construct a test item or describe a procedure for measuring its attainment.

b. Distinguish between formative and summative tests by describing their features and purposes.

c. Distinguish between norm- and criterion-referenced exams by describing their features and purposes.

d. Select appropriate procedures or items for measuring the attainment of given objectives.

## 2.11 ADMINISTERING AND SCORING DIAGNOSTIC TESTS

a. Identify appropriate and inappropriate responses for given test items.

b. Describe a procedure for administering and scoring diagnostic tests in an individualized classroom setting.

c. Given the responses on the diagnostic tests for a set of objectives, identify potentially ineffective instructional materials and procedures.

d. Given the diagnostic tests for a group of students, identify common errors and sort tests accordingly.

e. Distinguish appropriate and inappropriate techniques for collecting diagnostic test data.

## 2.12 SIGHT, HEARING, SPEECH, AND PSYCHOLOGICAL SCREENING FOR TEACHERS

a. Given a record of performance for a class of students on a sight, hearing or speech examination, select those that require further testing using stated criteria.

b. Demonstrate the procedure for administering a sight, hearing or speech examination to a child.

c. Describe the types of behaviors a teacher might encounter that should be referred to specialists.

d. Given descriptions of acts by children or filmed and taped accounts of behavior, select those that a classroom teacher should attempt to handle and those that require the aid of a specialist.

## 2.20 MEASURING READING ABILITY AND READING LEVEL

a. For a given or selected textbook or reading passage, determine the reading level of the material.

b. Given information on a child's reading ability and a variety of reading material on a topic, select the most appropriate materials.

c. Determine the reading level of a student in a given or selected subject area.

## 2.21 USING AND INTERPRETING STANDARDIZED TESTS

a. Identify several different standardized tests for measuring characteristics or outcomes of interest in schools (e.g., study skills, achievement motivation, creativity or reading comprehension).

b. Describe procedures for locating and selecting standardized tests appropriate to your school purposes.

c. Given a set of scores from students on a specific standardized test describe the appropriate actions, if any, for a school to take.

d. Describe appropriate and inappropriate uses for standardized tests in schools.

## 2.30 IDENTIFYING PHYSIOLOGICAL AND PSYCHOLOGICAL DISORDERS

a. Describe a plan for screening all students in a school for speech, sight, hearing and psychological problems.

b. Prepare instructions for other teachers for administering speech, sight and hearing tests.

c. Describe agencies, individuals and organizations that are available in the community for assistance with specific physiological and psychological problems of school children.

d. Given a description of a classroom problem by a teacher, decide whether the situation requires outside help or is one that can be handled by the school.

## 3.10 SELECTING MATERIALS AND RESOURCES OF INSTRUCTION

a. Describe the features (e.g., availability of objectives, practice opportunities and receipt of feedback) that materials or procedures of instruction should include.

b. Identify strengths and deficiencies in given pieces of instruction or from descriptions of instructional material.

c. Select appropriate materials of instruction for given or selected objectives.

d. Describe the types of instructional materials and resources you would seek for given or selected objectives.

## 3.11 PRESCRIBING INSTRUCTION FOR INDIVIDUALS

a. Given the results of a diagnostic test, identify the objectives that need to be achieved, analyze the type of learning that is involved, and select the method of instruction.

b. Identify possible reasons for student non-achievement when given a description of a specific situation.

c. List possible instructional alternatives for students who fail objectives.

d. Identify and defend a prescription for a student who failed an objective when given a description of a specific situation.

## 3.20 ORGANIZING PEER TUTORING

a. Identify appropriate actions or rules for students to follow when tutoring their peers.

b. Describe criteria and procedures for pairing students for peer tutoring.

c. Design a short instructional program for teaching students to act as peer tutors.

d. Identify objectives and learning problems for which peer tutoring may be an appropriate teaching strategy.

## 3.21 USING PARA-PROFESSIONALS IN THE CLASSROOM

a. Identify appropriate and inappropriate uses of para-professionals from descriptions of teacher behavior.

b. Describe a variety of uses for para-professionals in the classroom.

c. Given a description of teaching tasks for a day, select those suitable for the teacher and those for para-professionals to carry out.

d. Prepare oral or written instructions for a para-professional for a specific task.

e. Given descriptions of para-professionals in action, distinguish appropriate from inappropriate behavior according to a set of teaching rules.

### 3.31 MATCHING STUDENTS WITH INSTRUCTION

a. Given a set of objectives for a unit, list the instructional alternatives that would be possible for each objective.

b. Describe procedures for planning and operating classrooms in which learners have choices among means of achieving objectives.

c. Describe at least two learning styles and the types of instruction most compatible with each style.

d. Given a record of a student's past performance and characteristics, select and defend an instructional prescription for the student.

### 3.32 DEVELOPING INSTRUCTIONAL SEGMENTS

a. Describe a series of steps for the systematic development of instructional materials.

b. Given descriptions of persons carrying out various development activities, critique them using a set of recommended development rules.

c. For a given or selected set of objectives in a subject matter area, develop a set of replicable instructional materials.

d. Given a piece of instruction and student performance data on the objectives of the instruction, identify portions of the instruction that require further work.

e. Given a set of instructional materials, identify appropriate and inappropriate attention to the external events of instruction in the materials.

### 4.10 TUTORING

a. Given descriptions of student learning difficulties, identify those for which tutoring would be an appropriate remedy.

b. Describe learning situations or objectives for which tutoring would be the appropriate teaching procedure.

c. List rules for tutoring students.

d. Classify a teacher's tutoring behavior as appropriate or inappropriate with regard to a set of given rules.

e. Demonstrate tutoring skills by measuring and reporting altered achievement by a student you are tutoring.

## 4.11 PROCEDURES FOR INDIVIDUALIZED INSTRUCTION

a. Describe alternative procedures for individualizing instruction (e.g., a continuous progress plan or individualizing within a unit plan).

b. Describe the attributes that distinguish individualized from group-based instruction.

c. Describe the problems and possible solutions for problems of grading, interaction between teachers and students, reporting to parents and motivation.

d. Prepare and/or assemble a set of interactive instruction materials for use in an individualized setting for a given or selected set of objectives.

e. Classify outcomes of instruction as appropriate or inappropriate for study in an individualized instruction setting.

## 4.12 QUESTION ASKING

a. Demonstrate the appropriate use of cognitive-memory, convergent, divergent and evaluative questions in a class discussion.

b. Given a tape recording of a classroom discussion, classify the teacher questions as cognitive-memory, convergent, divergent or evaluative.

c. Identify appropriate and inappropriate question asking practices from an audio or video recording of a classroom discussion.

d. Write cognitive-memory, convergent, divergent and evaluative questions for given or selected topics.

## 4.13 LEADING A DISCUSSION

a. Identify appropriate and inappropriate discussion techniques from an audio or video recording of a class discussion.

b. List the purposes and types of objectives for which discussions are appropriate and inappropriate.

c. List rules for maintaining student attention and participation during a discussion.

d. Plan and carry out a discussion with a group on a given or selected topic that meets selected standards for a group discussion.

## 4.14 EFFECTIVE LECTURING

a. Identify appropriate and inappropriate lecturing techniques from an audio or video recording of a classroom lecture.

b. Design and give a lecture on a given or selected topic that meets selected standards for an effective lecture.

c. List the purposes and types of objectives for which lectures are appropriate and inappropriate.

d. List rules for maintaining student attention and involvement during a lecture.

## 4.15 TEACHING FOR MASTERY

a. State Bloom's mastery learning hypothesis and describe its implications for teaching.

b. List and describe the steps in a systematic plan for teaching for mastery.

c. Identify appropriate and inappropriate practices by a teacher attempting to implement a mastery teaching plan.

d. Demonstrate procedures for collecting and analyzing student data in a test of the effectiveness of mastery teaching.

### 4.20 PROBING TECHNIQUES

a. Demonstrate the use of probing questions in a classroom discussion by asking appropriate factual, implied meaning and application questions.

b. Classify the questions of a teacher in a live or taped classroom discussion as to type of probe.

c. Construct appropriate probing questions for student responses from a written or taped classroom discussion.

d. Describe the purposes and appropriate place of use for probing techniques.

### 4.30 ORGANIZING A TEACHING TEAM

a. Describe the various roles and responsibilities for members of a teaching team.

b. Describe a plan for dividing duties and responsibilities among team members for a given or selected unit of instruction.

c. Describe the type of objectives and facilities for which a team teaching approach is suitable.

### 5.10 STUDENT RECORD KEEPING

a. Describe efficient procedures for recording attendance and test results of students.

b. Identify appropriate and inappropriate reports of student progress or conduct by teachers for inclusion in a permanent record.

c. Given a description of a student's academic record and social progress for a school term, prepare a written report for inclusion in a permanent record.

### 5.11 USING CONTINGENCY MANAGEMENT IN THE CLASSROOM

a. Describe how contingent reinforcement can be used to alter social and academic behaviors.

b. Describe the kinds of reinforcers used in schools (social, activity, token, extrinsic) and give specific examples of each.

c. Given a description of a specific school situation involving undesirable social or academic behavior, construct a plan for altering the behavior.

d. Given a record of student behavior during a contingency management experiment, construct a graph of the behavior showing baseline and treatment behavior.

e. Given an audio or video recording of a classroom, identify a behavior of an individual or group and record its occurrence for a specified time period.

f. Identify instances of appropriate and inappropriate use of reinforcement by teachers from audio and video recordings in a classroom.

### 5.20 GAINING STUDENT ATTENTION

a. Given an objective or topic, describe an introductory activity that will focus the attention of students on the task at hand.

b. Describe alternative procedures for focusing the attention of students on learning activities.

c. Given descriptions of teacher activities or filmed and taped accounts of teacher efforts to capture the attention of students, identify those that are appropriate or inappropriate.

### 5.21 CONFERENCING AND COUNSELING WITH STUDENTS AND PARENTS

a. Given a description of a student's school problems, describe how you would convey this information to parents in a conference.

b. Describe procedures for coordinating the efforts of the school and the home on the problems of students.

c. Describe procedures for teachers to increase opportunities for individual conferences with students.

d. Demonstrate counseling skills by identifying specific problems in a counseling session with a student.

### 5.30 ORGANIZING CONTINGENCY MANAGEMENT PROGRAMS

a. Describe the rationale and philosophy for using contingency management in schools.

b. Identify reinforcers suitable for students of various ages and backgrounds.

c. Describe procedures for identifying effective reinforcers and administering programs in which they are used.

d. Develop a plan for introducing other teachers to contingency management.

### 6.10 MARKS AND GRADES

a. Demonstrate procedures for recording diagnostic (formative) and summative test scores.

b. Identify appropriate uses for normative and criterion referenced grading practices.

c. Describe procedures for determining and reporting progress to students.

d. Select a grading policy and defend its appropriateness for a selected teaching situation.

### 6.11 REPORTING PROGRESS TO STUDENTS AND PARENTS

a. Describe procedures for making parents feel at ease during a teacher-parent conference.

b. Identify appropriate and inappropriate teacher actions in audio or video records of a teacher-student or teacher-parent conference.

c. Given descriptions of various students' parents and academic records, describe how you would plan and carry out a conference for each with both the student and parents.

## 6.12 EVALUATING TEACHING AND TEACHING MATERIALS

a. Describe procedures for collecting student performance data to use in evaluating teachers and materials.

b. List the features that should be included in teaching or teaching materials (e.g., opportunity for practice, knowledge of objectives and provision of models).

c. Given the results of student achievement on the objectives in a unit and descriptions of the teaching techniques and materials used, identify possible reasons for good and poor student performance.

d. Describe procedures for measuring and analyzing the effectiveness of a teacher's classroom behavior.

## 6.30 THE TEACHER AS EXPERIMENTER

a. Select and defend an appropriate research design for obtaining data in a described school setting.

b. Identify designs appropriate for school research.

c. Identify the design used in a specific school experiment from a description of activities carried out.

## 6.31 EVALUATING AFFECTIVE BEHAVIORS

a. Given a statement of an affective goal, list behaviors that might indicate its attainment.

b. Given an affective performance objective, construct items or describe procedures for measuring its attainment.

c. Given affective objectives and alternative methods for measuring their attainment, select and defend those most appropriate.

d. Describe procedures for identifying affective objectives, measuring their achievement, and reporting the results to students, teachers, parents and administrators.

## 6.32 ANALYZING VERBAL INTERACTIONS

a. Describe the purposes of analyzing verbal interchanges between student and teacher.

b. Describe at least two methods of interaction analysis and list advantages and disadvantages for each.

c. Given the student-teacher verbal interchanges from a live or taped classroom session, code the responses using a selected method, analyze the data and prepare a feedback sheet for a teacher.

d. Describe procedures for obtaining data on classroom verbal interchanges from teachers and reporting results to them.

# APPENDIX B

# GAMEgame

by

Sivasailam Thiagarajan

Indiana University

G ame

| | Session | Activities for game wardens | Activities for other players |
|---|---|---|---|
| 1. | Adaptation | Working from a manual which describes the basic GAMEgame, game wardens prepare a local version. They duplicate sets of rules and collect all play equipment and materials. | |
| 2. | Instruction | Game wardens divide players into different teams. They give each team a simulation/gaming task and a fund to work with. Game wardens also organize minicourses offered by the local "university" and charge appropriate tuition fees. | Team members distribute responsibilities appropriately. They analyze course offereings and decide who should take which course. At the end of the courses, members compare notes and begin designing the simulation/game. |
| 3. | Construction | Game wardens put sample simulations/games and reference materials on designing simulations/games in the resource room. They also assemble experts for consultative work and students for tryouts. Game wardens charge for services of these people. In addition they conduct site visits and conventions. | Team members design the prototype of the simulation/game using available resources and consultants. They conduct tryouts with available students and modify the simulation/game on the basis of feedback. Teams also prepare an abstract of the final version of the game and a two-page description for evaluation by other teams. |
| 4. | Evaluation | Game wardens get sufficient number of copies of simulation/game abstracts and descriptions reproduced for general distribution. They also construct a number of scales and questionnaires for evaluation of the simulations/games. During the session they organize a brief presentation by each team and reorganize the teams into four groups of teachers, students, designers and administrators. Game wardens also announce the best simulation/game based on each group's ranking. Finally they conduct a debriefing session. | Each team makes a brief presentation of the simulation/game it designed. After being reorganized into the four different groups, players evaluate all simulations/games on the basis of their (i.e., teachers', students', game designers' or administrators') priorities. Finally, all members participate in the general debriefing sessions. |

# THE INSTRUCTIONAL DEVELOPMENT MODEL AND ITS UTILIZATION:
## INSTRUCTIONAL DEVELOPMENT AS A TEAM PROCESS

Ronald Trugman

College of San Mateo

De Anza College Learning Center
Third Annual Symposium

June 24, 1975
2:30 - 3:30 P.M.

*Ronald Trugman*
*College of San Mateo*

# THE INSTRUCTIONAL DEVELOPMENT MODEL AND ITS UTILIZATION: INSTRUCTIONAL DEVELOPMENT AS A TEAM PROCESS

Toasters, lawn mowers and televisions, and automobiles are products of 20th century technology which none of us hesitate to use in the course of our daily lives. However it is infrequent that scientific and technological advances are reflected in our educational system and in educational methods. Often a person who wouldn't hesitate to use modern and efficient household appliances hesitates to use a similar type of modern technology in the classroom.

While such a remark is obviously an understatement, there are indications that much more can be done in curriculum development and instructional improvement through the use of a systematic approach to problem solving; the same systems approach which has allowed us to utilize existing technology for improving our mode of living. Persons involved with education cannot afford the luxury of developing curriculum intuitively and designing instructional strategies off the tops of their heads. Systematic procedures must be recognized if schools are to function efficiently in the circumstances which they presently face.

This institute suggests a mode for participants to use for curriculum and staff development techniques. This model is an orderly systematic method of four stages which are basic to a developmental process. This institute addresses itself to the concerns of those persons involved in education who know that a change is desirable in their school system, and who wish a procedure to create this change.

This institute experience includes both large and small group activities. These activities consist of presentations, discussions, experience and opportunities to look at current educational values, and you will evaluate new alternatives to present instructional techniques. The concept which is used to enable an educational facility to move from where it is now to where it would like to be is called staff and instructional development. This is a process which permits you to design your own changes based upon this institute's 4 part model. Because of the generalizability of this model, it can assist most institutions with a desire to find innovative and effective solutions.

Basically, instructional development is a problem solving method which uses the existing personnel and materials of a school system. In its optimum form, instructional staff development includes a team of people, and community members. Educators often wish to make changes within their school or school system, but often they do not have the means for solution with the resources available. The 4 part model which the institute uses will help identify and utilize existing resources.

The model employs a systematic means of approaching staff and instructional development; a more vigorous means than is typically employed by educators. In essence, it consists of the application of the systems approach to the existing situation, and the design of viable instructional methods for problem solving-systems which preserve human values and optimize learning. Instructional development involves the identification of educational needs and goals, the formulation of specific objectives, the assessment of learner status, and the design of teaching-learning strategies to meet specific needs. This is followed by evaluation of the system as well as the appraisal of individual learner achievement. The ultimate purpose of instructional development is to facilitate learning and to enable learners to obtain a high quality education.

The resolution of curricular problems requires understanding and cooperative team effort at all levels of the school system. This is difficult to achieve effectively by any single group or level of educational personnel. Good interpersonal relationships within a working organization is essential for a continuing development program.

An effective mix for a development team would consist of:

1. Instructors: Professional personnel with a minimum of 2 years experience and whose major responsibility is classroom instruction. Instructors on a development team should have a functional relationship which would enable them to continue working together after the initial needs assessment meeting.

2. Administrators: A dean or associate dean from the area which is represented who will have a continuing functional relationship with the team. Also, an administrative representative with authority to make binding decisions, that is, a dean, personnel director, curriculum developer or director of instructional development.

3. Non-academic Constituents: It is desirable to have a student and a representative from the community on the team. A board member, a parent or a community leader is the most effective. The community representative may not always be present, however, it is necessary they are apprised of the continuing progress of the team. A non-faculty school staff member much as an administrative assistant or para professional working in one area may also be helpful.

4. Staff Personnel and Specialist: Their major responsibilities relate to instructional and student services rather than classroom instruction. Reading specialists, clerical, staff curriculum specialists, technical clerks, librarians, educational media directors, technicians, pupil personnel counselors, career adivsors, research coordinators, testing and measurement specialists or staff development officers are some choices which might be necessary. Staff and specialists should be rotated on the basis of their relationship to the staff or instructional development area of emphasis as determined by the needs assessment.

During team formation, there are a few methods which may be used to encourage long range continued team activity. If you have a multi-campus school, teams should be on one campus, or if you have a large campus, teams should be restricted to one building or division. This way team members will have an opportunity to continue meeting and working on an instructional or developmental project which is related to their particular campus or staff.

Teams may be formed by subject area of interest. Thus members will have a common goal of working on an instructional or curricular problem related to a common discipline area. If the campus already has an organizational pattern of subject councils which meet for a regualr basis, teams may be formed from these councils or committees.

Teams may be formed by subject level or student competency level. This way members may address their instructional effort toward the integration of the curriculum and instruction for particular groups of students. This method would be used with a variation of one of the previous strategies.

In general when teams are formed, cross disciplinary teams composed of isolated individuals who have no common basis or functional relationship should be avoided. Such teams have difficulties focusing their efforts during the needs assessment period and during the following activities. A considerable amount of energy may be expended by these teams in finding a common problem area to concentrate their instructional development efforts.

Of course, incentives for continued team activity should be planned in accordance with the professional needs of the team members. Most team function well if there is a strong credible commitment from college administration which indicates the investment of time, resources, or funds will be forth coming to enable the teams to continue instructional development work. Teams will certainly have further motivation to continue instructional or staff development activities if they feel that the results of their efforts will be implemented and will initiate some meaningful improvement of the status quo.

A few suggested strategies to show "good faith" on the part of the college administration are:

1. Arrange for course credit for instructional development participation through a local university.
2. Provide salary schedule credit to teams who participate in faculty, staff, and instructional development.
3. Provide release time for teams to meet on a scheduled basis.
4. Allocate specific funds which teams may draw upon to implement completed feasible plans.
5. Provide recognition and publicity to teams immediately following their staff and instructional development sessions and as they progress towards the refinement of feasible plans.
6. Arrange for continued contact with resource persons on campus and in the community to provide consultant assistance and advise to teams when the need arises.
7. React to team plans and provide suggestions for further activities.

Although these strategies which were just mentioned have been covered at great length previously, they are important enough to briefly mention again.

The Carnegie Commission Report on Instructional Technology in Higher Education suggests that teams of faculty staff, specialists, and administrator who devise instructional materials which use technology effectively, have aroused new interest in learning theory and its application to the planning of courses, curricular design, staff development and even the arrangement of physical facilities in which learning takes place. Behavioral scientists have joined this group and have served usefully in painting out the importance of defining learning objectives and suggesting ways in which learning processes can be utilized in the presentation of subject matter. Part of their contribution has been to take the machinery of technology out of the spotlight and to assign such novel media as computers and television a place in the ranks alongside the slide projector, the textbook, and the instructor as co-participants in the learning process. The integration of new media, familiar technology, planning of instructional space, learning theory, faculty and staff into a total effort is called "systems approach" to instructional development. This view now has national and international acceptance. The Carnegie report states that "Education technology is not a bag of mechanical tricks, but the organized design and implementation of learning systems, taking advantage of but not expecting miracles from modern communication methods, school organization, instructional methods, and staff utilization."

The appropriate time to use technology for institutional growth remains a major question. There is a belief among instructional and staff development persons who use the systems approach that technology should be the servant and not the master of instruction. It should not be adopted merely because it exists or because an institute fears it will be left behind in the parade of progress without it.

Also, among instructional and staff developers there is a belief that sophisticated technology is not to be equated with saturation. Technology is only one of a variety of situations which may be used only for a few hours in one class. In a few instances, technology may be used constructively for three-fourths of the hour allotted for a term of instruction; in a very few cases instructional technology may assume the entire process of an institution.

The following two tests should be applied in deciding whether any instructional media or technology is to be used in instructional curricular or staff development:

1. The teaching-learning task to be performed should be essential to the course of instruction to which it is applied.
2. The task to be performed could not be performed as well for the learners served without the technology contemplated.

Institutions that apply these tests faithfully will at once generate confidence in the technology that is used and preserve the humanistic qualities of the educational process.

The use of instructional media and technology for instructional and staff development will not always be instantly accepted because of the dearth of well designed and tested materials. Such items as film, videotapes, audio tapes, printed learning modules, and computer programs are called "software" by instructional developers.

Faculty and staff members who are interested in designing learning materials and software for the new instructional technology may be rewarded for their efforts with release time or incentive payments (see appendix 1).

This lack of acceptance of instructional technology by the academic community may be overcome by familiarization sessions with faculty and staff such as this institute or other types of inservice training.

Since few faculty or staff members have combined interest and expertise in subject matter, media production, and learning theory that the design of high quality instructional materials requires, a team of specialists is necessary.

There is a continuing debate over the relative virtures of learning material produced for local school use by faculty and staff, and those materials produced by commercial companies for national distribution. Probably a combination of effort is the most advantageous. If a "software package" fully satisfies the instructional objective of a course or segment of learning, it will be a valid choice for instructional use regardless of its point of orgin.

Many faculty members and administrators have been disenchanted by persistant findings in many studies that the learning effectiveness of instruction provided by technology is not sufficiently different from that of "good instructors and staff using conventional modes of instruction."

In evaluation of the findings, sufficient care is not always taken to make clear that while "no difference" does not necessarily mean "better", it also does not necessarily mean "worse." Evaluation of instructional materials is necessary and care must be taken in the interpretation of findings.

Colleges should assume greater initiative on the local level for the design and use of media, technology, and instructional development. However, the over use of this method for staff developmement with relatively limited objectives could complicate the ultimate integration of technology into a well developed teaching and learning system. Hence, it is important that the four part model for instructional and staff development be followed.

First a Needs Assessment should be conducted before Strategy Development is begun. Evaluation of the and materials should be completed with time for Redesign before inplementation on a large scale progresses.

The mere possession of learning media and materials cannot guarantee an educational advantage for an institution. To be effective, media and technology must be used by inspired and skillful instructors and staff members who will not abandon their new ideas when the initial enthusiasm of the novel media has worn away.

During the Needs Assessment part of the model, information is gathered that defines and describes the area of interest or concern of the instructional development team. This is accomplished in part by a process called brain storming.

Once this is completed, a description of the instructional or staff situation which exists (status quo) and what would be desired (the ideal) is compared and the differences (gaps) between the two are identified. After these decrepencies are grouped and synthesized, the needs for development are further clarified. The problem areas are listed and a priority activity area is chosen by the whole team.

The specific characteristics of the learners who may be staff members, are identified. Institutions and community resources must be reviewed for inclusion into the design of the development unit.

The tenative solution and learner identification determines the necessary resources and people which are to be organized. The network muct allow information to flow among the team members who are involved in the instructional development effort.

In summary, during the Needs Assessment period the team activities are focused upon gathering information, defining the problem, analyzing the human and material resources which may be used. A managerial procedure is determined for using these resources during the development period.

During the Strategy Development period, the design of the instructional materials is completed. First performance objectives are stated, so precise behavioral changes in the learner may be expected to occur as a result of the instruction. Evaluation measures are developed to assess those behaviors.

Once those objectives have been determined, the team analyzes each objective to determine the type of learning primarily specified, what instructional strategy is necessary, and what media is to be used. At the same time, consideration is given to alternative media formats which can be substituted should problems arise in producing or purchasing some of the specified media.

After the team has finally determined what their instructional prototype will look like on paper, it is necessary to begin the actual construction. Materials are gathered, purchased or produced and then assembled into the actual product. At the same time, preparations are made for trying out the prototype. Facilities are prepared, equipment gathered, evaluation procedures and instrumentation finalized, and the personnel trained in the instructional procedures to be used.

The Evaluation period has two main concerns:

1. Are the instructional materials functioning properly?
2. Are the learners achieving the stated objectives?

A prototype should be tested with a representative audience or learners or staff persons. The instructional procedures and evaluation procedures, i.e. recording observations and learner reactions, testing, and interviewing are conducted at this time.

The Design period begins after the evaluation data is tabulated and processed. The team interprets the results of the tryout, and the data is analyzed to determine what materials did or did not work and what objectives were achieved.

On the basis of the results obtained from the tryout, the team first determines if the instructional prototype can be implemented with only minor revision of some materials, or if the materials need major revisions before they are finally implemented.

Once the decision is made to recycle, decisions regarding what revisions will be in terms of materials, instructional procedures, or learner objectives must be made. Then tasks and responsibilities are assigned, and the final work is started toward implementation of a final instructional product developed by a team of educational staff members.

The College of San Mateo uses an instructional development system for curricular product design which incorporates all the aspects of this institutes 4 part model. (see appendix2). The CSM instructional development system incorporates a systematic team approach into a process for faculty and staff development.

From the outset, there are accountability steps built into the process (see appendix3). When involving many human and non-human resources, it is essential that there is accountability at all stages of instructional product development.

The process of initially involving faculty and staff in this system is perhaps one of the most important phases of this program (see appendix4). A support program which insures extrinsic motivation on every administrative level is essential to an effective staff and instructional development program, and insures a humanistic view of the instructional development process.

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# COLLEGE OF SAN MATEO

## INNOVATIVE INSTRUCTIONAL DEVELOPMENT GRANT PROGRAM

The College of San Mateo is establishing a grant policy to support faculty who are engaged in developmental work of innovative instructional programs. The College of San Mateo knows that teachers are most actively involved with students in the learning processes, and believes that teachers are best prepared for improving techniques for learning.

Instructional technology has provided a plethora of learning paradigms and pedagogical techniques. The hardware for disseminating information is abundant: video tapes, films, computer-assisted instruction, television, radio, tape recorders, and auto-tutorial carrels are some of these devices. However, the existence of well-developed instructional programs to put the benefits of technological age to work in helping students learn is meager. There is a great challenge for those who teach to capitalize on the enormous potential of new systems and new media.

The well-equipped facilities of the College of San Mateo, including its modern library, radio and television stations, individualized instructional design and production capabilities, and the computer system make it particularly well suited for innovative instructional programs. Most important is a faculty and administration that has expressed its desire in thoughts and actions to move ahead toward new programs to benefit the learners.

College of San Mateo administrators are aware of individual efforts by staff members who have developed more effective instructional techniques. These people have often worked beyond the scope of their regular assignments. The Innovative Instructional Development Program will provide the support for faculty members to engage in additional developmental work. The Program will encourage these activities by financial and other forms of aid to insure the proliferation of innovative programs to meet the needs of students.

### PURPOSE

The fundamental purpose of the Innovative Instructional Development Program is to solicit, encourage, and support developmental work by the College of San Mateo faculty on innovative programs for improving instruction.

To achieve this purpose, the College will annually establish a fund to finance developmental projects conducted by individuals or groups of faculty members.

These funds will be used to provide assistance to faculty members who have a definite project on which to work. The funds may be used to provide supplies, equipment and remuneration for these projects.

The remuneration may be used to provide release time for the faculty member to pursue the project, pay for time worked on the project beyond the faculty member's regular assignment, or the funds may provide for a summer stipend where concentrated developmental efforts are needed.

## GOALS

The goals of the Innovative Instructional Development Program are:

1. The provision of faculty incentives for contributions beyond normal assignments for designing and implementing instructional experimentation and innovation.
2. The extension of faculty ability to meet student interest and need.
3. The enhancement of the teaching-learning situation in the classroom, experimental learning environments, the coordinated learning lab, and instructional TV and radio.
4. The encouragement of development and utilization of new learning systems and media.

## DEVELOPMENT OF APPLICATION

Faculty members who wish to develop an innovative instructional project may define the nature of the project and request support through the Innovative Instructional Development Program by completing the attached application form. The application is prepared by the faculty member(s) to be involved in the project in conjunction with the chairman of the respective division and Associate Dean of Instruction-Learning Resources.

The Office of Instructional Development should become involved in the project as soon as possible, helping in the planning, goal setting, media and equipment needs and the cost analysis of production materials.

Use the following information as a guide to completing the application.

1. What are the objectives of the project?

   Describe the scope of your project and what you hope to accomplish. For example, you may wish to develop an independent study package for a mathematics course involving a programmed workbook, sound synchronized filmstrips, movies, selected television viewing, and text materials.

2. Why are the objectives of the project needed?

If a course is to be developed, state why the new course is necessary or how it will fill an existing instructional need. Indicate the ways in which instruction will be improved over former practices, and suggest ways in which the new techniques may be evaluated to determine their effectiveness.

3. By what methods will the objectives of this project be met?

In a linear fashion, indicate the procedures which will be followed in the execution of this project. Include a time line, e.g., semester, year, summer, and other information pertinent to the attainment of your goal.

4. What personnel will be required?

Account for the amount of time which will be expended by certificated personnel and how the time will be accounted. Indicate the nature of the time, e.g., overtime during the week, weekends, summer, or sabbatical leave.

5. What form will the final product take?

Give a description of the final results of the project. For example, the project may be a syllabus for an independent study course in mathematics. Give a description of the content of the syllabus, and how it will be used.

6. How much are the expenses for operation?

Prepare a budget indicating the project needs for student assistants, travel, supplies, equipment and miscellaneous expenses. Show costs that are directly applicable to this project and are not included in the regular college budget.

BUDGET

EQUIPMENT: Purchase of major equipment will be allowed where justified. Rental of equipment is allowable where experimentation does not warrant immediate purchase.

COMMUNICATIONS: This includes telephone calls and correspondence.

OTHER EXPENSES: If a budget item does not fit into any other category, enter in "other expenses" with an adequate explanation.

TOTAL: No more than $3,000 will be granted for each project. A second grant may be requested in order to complete a project.

These funds will be used to provide assistance to faculty members who have a definite project on which to work. The funds may be used to provide supplies, equipment and remuneration for these projects.

The remuneration may be used to provide release time for the faculty member to pursue the project, pay for time worked on the project beyond the faculty member's regular assignment, or the funds may provide for a summer stipend where concentrated developmental efforts are needed.

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   Describe the scope of your project and what you hope to accomplish. For example, you may wish to develop an independent study package for a mathematics course involving a programmed workbook, sound synchronized filmstrips, movies, selected television viewing, and text materials.

## PROCEDURE FOR REVIEW

Projects may be submitted twice a year: 1) For the summer or fall semester and 2) for the spring semester or 3) at either time for a year project. Once the faculty member has completed the application, it will go to the Innovative Instructional Development Committee for evaluation and a recommendation for funding. The application then will be forwarded to the Dean of Instruction for approval. Applications which are not approved due to lack of funds may be submitted in subsequent years.

## CRITERIA FOR EVALUATION

The grants will be awarded on a merit basis in terms of their promise to achieve their stated objectives and their contribution to the development of the instructional process.

## INNOVATIVE INSTRUCTIONAL DEVELOPMENT COMMITTEE

The College of San Mateo Innovative Instructional Development Committee will be comprised of the following individuals:

Associate Dean of Instruction-Arts & Sciences
Associate Dean of Instruction-Learning Resources
Director of Instructional Development
Three faculty members as may be determined by the President

## FUNDING

The College will provide an amount of funds to be used for innovative instructional development each school year. The amount of these funds will be announced in advance of the school year.

These funds will be awarded to selected projects as described in preceding section. In order to maximize the number of approved projects, external sources of funds will be sought.

In order to receive a grant from the Innovative Instructional Development Program, external funding will not be required. Projects that cannot be funded externally may still be funded by the Innovative Instructional Development Program.

## REPORTS AND ACCOUNTING

Each person(s) who receives an Innovative Instructional Development Grant will prepare a written report of the project within 60 days after its completion. The report should be a brief narrative describing the activities that occurred under the grant. Additionally, a one page accounting of expenditures with appropriate documentation should accompany the report.

PUBLICATION GUIDELINES

The San Mateo Community College District will be given full credit in any published articles emerging from grant activities. Three copies of any publication related to or resulting from the Innovative Instructional Development Program will be furnished to the District.

COLLEGE OF SAN MATEO

INNOVATIVE INSTRUCTIONAL DEVELOPMENT PROGRAM

## APPLICATION

Project Name:

Date Submitted:

Division:

Name of Faculty Member in Charge

Innovative Instructional Development Committee

Recommended ____ Not Recommended ____

Dean of Instruction

Recommended ____ Not Recommended ____

President

Approved ____ Not Approved ____

Funded ____ Not Funded ____

Amount $______

1. PROJECT OBJECTIVES

2. NEED FOR PROJECT

3. METHODS AND PROCEDURES OF PROJECT

## 4. PERSONNEL REQUIREMENTS

## 5. NATURE OF FINAL PRODUCT

6. BUDGET

EQUIPMENT (list specific items)

TRAVEL

EXPENDABLE SUPPLIES

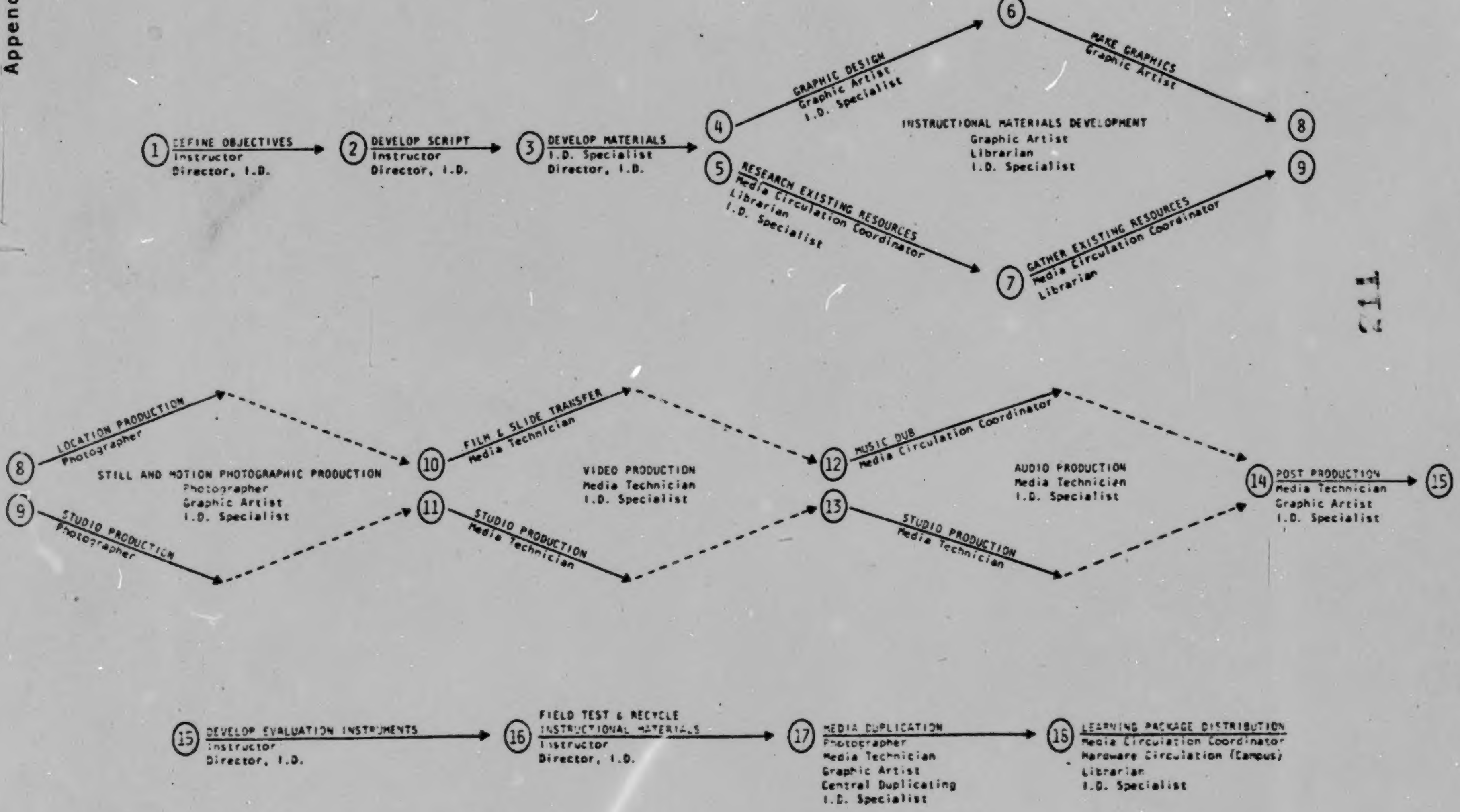
STUDENT ASSISTANTS

COMMUNICATIONS

OTHER EXPENSES

TOTAL

# COLLEGE OF SAN MATEO
# INSTRUCTIONAL DEVELOPMENT SYSTEM



Appendix 3

## COLLEGE OF SAN MATEO
## INSTRUCTIONAL DEVELOPMENT SYSTEM

INSTRUCTOR ____________ OFFICE NUMBER ________ OFFICE PHONE ________

DIVISION ____________ DIVISION PHONE ________

PROJECT DESCRIPTION ________________________

PROJECT COMPLETION DATE ____________

### INSTRUCTIONAL DEVELOPMENT SYSTEM TIME LINE

| | COMPLETION DATE | PERSON (s) RESPONSIBLE |
|---|---|---|
| DEFINE OBJECTIVES | | |
| DEVELOP SCRIPT | | |
| DEVELOP STORYBOARD | | |
| RESEARCH EXISTING RESOURCES | | |
| GRAPHIC DESIGN | | |
| PHOTO PRODUCTION | | |
| VIDEO PRODUCTION | | |
| AUDIO PRODUCTION | | |
| POST PRODUCTION | | |
| DEVELOP EVALUATION INSTRUMENTS | | |
| FIELD TEST AND RECYCLE | | |
| MEDIA DUPLICATION | | |
| DISTRIBUTION | | |

### SUPPLIES AND MATERIALS BUDGET

| | DISCRIPTION | AMOUNT |
|---|---|---|
| FILM | | |
| PROCESSING | | |
| AUDIO TAPE | | |
| VIDEO TAPE | | |
| TRANSPARENCIES | | |
| PAPER | | |
| PRINTING | | |

Appendix 4

OFFICE
OF
INSTRUCTIONAL
DEVELOPMENT

TO: Division Chairpersons and Faculty
FROM: Ron Trugman, Director, I.D.
DATE:
SUBJECT: FACULTY DEVELOPMENT

There are two multi-media instructional packages on designing and developing instructional strategies which are available in I.D. The packages deal with procedures for making instruction as effective as possible and include procedures for individualizing instruction. The purpose of the packages is to help instructors acquire a set of skills and techniques that will assist with designing, developing and implementing instruction for students. The packages work as an individualized self-study course, with specified learning out comes.

The design and development of the instructional material lies with the instructor. The techniques taught by these packages do not require the development of entirely new instructional materials. The approach involves the use of existing text and media materials as well as the production of new material incorporated into a total coordinated course or instructional system. The instructional packages require approximately 20-30 hours to complete and they may be done individually or in small groups. Professional Growth Increment may be obtained for their completion. The two packages are:

Coordinated Instructional Systems Training
William A. Deterline
Peter D. Lenn

Sound Education, Inc., Palo Alto CA 1972

Designing Effective Instruction
General Programmed Teaching, A Division of Commerce Clearing House, Inc., Palo Alto CA 1970

College of San Mateo 1700 West Hillsdale Boulevard San Mateo, California 94402

# SECTION IV

# WORKING FORMS
# AND
# GROUP GUIDELINES

Registration Card (front)

DE ANZA COLLEGE SHIRT SLEEVE SYMPOSIUM
June (23) 24-26

Name ______________________ Squaw Valley room number ____

Title ______________________ School ______________________

School Address ______________________________

Home Address ______________________________
street city state zip

Conference Problem Solutions: shall we send to your school? ____ home? ____

On which of the following areas would you prefer to concentrate during this symposium (Check only one please):

Instructional Development ____

Staff Development ____

Did you bring any members of your family? Wife? ____ Children? (ages) ________

________________ Others? ______________________

(back)

1. How were you recruited for this Symposium? (Please check appropriate item)
   - ____ I heard about the Symposium and I volunteered
   - ____ I was asked to participate and felt I should
   - ____ I was asked to participate and felt I wanted to
   - ____ I was required to participate

2. Do you presently have specific staff development responsibilities at your school? . . . . . . . . . . . . . . . . . . . Yes ___ No ___

   Instructional Development responsibilities? Yes ___ No ___

3. If you do not have such responsibilities, have you been assigned them for next year?

   Staff Development Yes ___ No ___

   Instructional Development Yes ___ No ___

Problem Number ____

## TEAM ORGANIZATION AND RESPONSIBILITIES

Your problem-solving group, about 7 to 12 members, will include several special roles. At your initial meeting, select the three group leaders and record the team members' names below (leadership roles may be rotated over the several work sessions):

| | Name | Position | College |
|---|---|---|---|
| 1. Chairperson | | | |
| 2. Recorder | | | |
| 3. Timekeeper | | | |
| 4. Members | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Below are listed the responsibilities of each role:

1. Team Chairperson
   ...Call meetings to order; set priorities; move team toward closure on each step of development process.
   ...Assume responsibility for achieving consensus where possible.
   ...Bring problem areas to attention of workshop consultants when necessary.
2. Team Recorder
   ...Record proceedings following the outline in the Instructional Development Process Worksheets of the group deliberations.
   ...Assume responsibility for completing all agenda items in the worksheets.
   ...Read back summary of statements to your group at the end of each session to assure consensus.
3. Timekeeper
   Assume responsibility for keeping group within time restraints. Remember the stated times are approximate and may be adjusted through team agreement.

Several consultants are available to aid your team in reaching its objectives. They can aid you in interpretation of worksheet materials, writing problem statements, writing clear instructional objectives, providing alternate strategies, and suggesting evaluation models.

Feel free to ask for consultant aid at any time.

# INSTRUCTIONAL DEVELOPMENT PROCESS WORKSHEETS

## I. NEEDS ASSESSMENT (Approximately 4 hours)

### Definition

Needs assessment: Needs assessment is defined as ... the difference or gap between what Knowledge, Skills and Attitudes (KSA) that are required (or desired) and the current KSA that presently exist ...

### Objectives

After the session you will have identified four things from, or for, your case study:

Required (or desired) KSA needed to solve the problem;

KSA that presently exist;

Need (or gap) between what is required and what presently exists;

One or more of three broad ways to meet the need (i.e., changing the environment, increasing motivation, and/or education).

### Instructions

A. Identify the required (or desired) KSA.

1. Brainstorm as to the nature of the problem.
2. Write the problem in your own words.
3. List additional sources of information that should be determined if this were a real problem situation.
4. Write the required (or desired) KSA as objectives.

B. Identify the current KSA.

1. Write the present status of the staff as well as can be determined from the case study.
2. Write a procedure for collecting additional information as to the present KSA of the staff if this were a real problem situation.

C. Determine the gap between the required (or desired) KSA and the current KSA.

List the specific staff development needs as determined by the differences between what was identified as the required KSA of the staff and the present KSA of the staff. Hint: these should be stated in behavioral terms.

D. Determine which needs can be met in ways other than education.

1. Brainstorm on the question "which needs can be met in ways other than education?"

2. Label each need listed in step C as being met by:

   a. changing the work Environment (E)

   b. increasing Motivation (M)

   c. an Instructional program (I)

   d. combinations of any or all three

## II. STRATEGY DEVELOPMENT (Approximately 2 hours)

### Definition

During the strategy development period, the design of materials and methods is undertaken. Once objectives have been determined, the team analyzes each objective to determine the type of learning experience primarily specified, what instructional strategy is necessary, and what media is to be used.

### Objectives

After this session you will have identified two methods for accomplishing your objectives which you specified in the Needs Assessment session:

Resources you will need for objectives which can be accomplished through self-directed study;

Alternative methods for accomplishing objectives which require interaction.

### Instructions

A. Strategies for self-directed study.

1. List those objectives from the Needs Assessment package which the staff could effectively accomplish by simply providing resources for self-directed study.

2. List the resources you think need to be provided for each objective. (Resources here would include books, programed instruction, attendance at conferences, self-instructional media, etc.)

B. Strategies for interaction, problem solving or simulation.

1. Write the objectives that would not be handled through self-directed study.

2. Suggest alternatives for accomplishing each of these objectives. Put an asterisk beside the one considered to be optimal (i.e., best objective to meet this need). Again, suggest new interactive programs that may need to be developed. (The strategies here may include instructional games and/or simulations, group retreats, workshops, etc.)

C. Alternate strategies not involving instruction.

Suggest one or more alternatives for achieving that objective that involves increasing motivation or changing a work environment. Be specific.

a. Increasing motivation (e.g., salary incentives, job mobility, promotions, personal recognition and reinforcement, etc.)

b. Changing work environment (e.g., additional equipment, reducing noise levels, new or changed facilities, etc.)

## III. EVALUATION (Approximately 1 1/2 hours)

### Definition

Evaluation determines the extent or degree to which stated objectives are achieved by the target population. Evaluation implies both qualitative and quantitative measures of learner behavior as well as value judgments relating to the desirability of the specified behavior.

In both instructional development and staff development, there are two major purposes for evaluation. One is to determine if the strategies did indeed help the learner to achieve the objective(s) (test program validity). A second is to determine if the learner himself achieved the specific behavior stated in the objective.

Once the program prototype is assembled, it needs to be field tested for validity. A small sample of the target population is selected to try out the program or program components toward collecting data for modifications in the original. Both objective and subjective data should be recorded.

The purpose of the tryout is to improve the program (or program element) toward making it do what it was supposed to do -- help most learners effectively accomplish a set of specified objectives.

### Objectives

After careful analysis of each instructional objective in your instructional development or staff development program, you will design and write the criterion measure (or test) that requires the actual performance expected of the learner in the instructional objective as well as the evaluation technique to be used in assessing expected performance. Criterion measures may be deemed adequate when accepted through group consensus.

Sample:

| Instructional Objective | Criterion Test or Measure | Evaluation Technique |
|---|---|---|
| Following an in-service course in educational media production, the staff member will demonstrate his ability to<br>(a) Operate several selected types of AV equipment,<br>(b) Produce a brief module using at least two kinds of media. | (a) Demonstrate ability to operate (listed) AV equipment to stated criterion,<br>(b) Produce mediated module to meet (listed) criteria: meets objective, interest, quality, originality, content, etc. | (a) Performance test and observation (checklist);<br>(b) Observation: checklist, rating scale. |

After careful analysis and discussion of another group's program, you will assess its potential validity (analytically) using the Program Evaluation Checklist (PEC) and write evaluative comments which arise during your group discussion, such documentation to be considered the Evaluation Summary. Completion of this objective is assumed when group consensus on the evaluation summary is achieved.

Instructions

A. State evaluation techniques.

Read over each instructional objective and for each one specify for the learner (in writing) what he must do to demonstrate he has accomplished what you want him to be able to do -- either in the form of a new behavior or a new product. Now, specify how the learner's new behavior will be assessed (i.e., the evaluation technique to be used).

B. Test prototype.

1. With the aid of a consultant, locate one workshop group to assess your program development as well as a different group from whom you will obtain a program to assess.

2. Using the PEC as well as logical and intuitive analysis, assess the degree to which you think this program might achieve its stated objectives. (You may choose to simulate a learner group or role play as you move through the program.)

C. Analyze and summarize evaluation data.

1. Write a short summary of your simulated tryout and return this and the completed PEC to the program developers.

2. Retrieve your program from the evaluation group.

## IV. REDESIGN OF PROGRAM (Approximately 1 1/2 hours)

### Definition

Revision is the process of amending or altering the instructional or staff development product or program after assessing how well the stated terminal objectives have been achieved.

The revision stage occurs when the results of the field tryouts are used to analyze and improve the program being evaluated. After these initial changes are made, the program is again tested in the field and on the basis of several trials, subjected to further revisions.

Within the systematic development model evaluation and revision are viewed as continuing and related processes. Each tryout of the program may be used to gather additional data which is then used to revise program components (objectives, strategy, evaluation) toward program improvement.

Program developers need not feel threatened because of required revisions to their programs. This is a natural process in systematic program development, necessary to having the program meet the pre-established criterion measures in the objectives.

### Objectives

After appraisal of the summary of results of evaluation and the PEC, you will decide what changes should be made from the data you have received and make necessary revisions in your prototype program to meet consensus agreement by your group.

### Instructions

A. Review evaluation summary.

Read the alternate group's evaluation summary and the PEC to examine the revisions they have suggested.

B. Redesign or modify program prototypes.

After group discussion, incorporate the changes you think important into your prototype program. Turn in your revised program to a consultant. This program should now be ready for publication.

C. Implement new design on full scale with new sample or target population.

This step may be implemented at a later date.

## PROGRAM EVALUATION CHECKLIST (PEC)

### Introduction

The purpose of this checklist is to aid you in evaluating the developmental procedures thought necessary to systematic program development.

Use the checklist guidelines as you assess your own or other programs prior to and following program tryout.

Remember to identify not only the presence of a program development principle, but also make a qualitative assessment (i.e., the degree to which the program element meets stated standards or criteria for judging the adequacy of a principle's application in a program).

In the columns on the next pages labeled "yes, no, or unsure," you may choose to indicate that a principle has or has not been met by placing a (✓) in the appropriate column. If you think the item has been met at a high qualitative level, you may choose to make a (+) sign in the "yes" column.

I. Needs Assessment: Does the program element meet the stated principle?

| YES | NO | UNSURE | |
|---|---|---|---|
| | | | A. Has identified specific staff and learner needs and problem elements clearly and concisely (i.e., gap between current and desired knowledge, skills and attitudes) |
| | | | B. Has audience (target population) been identified carefully (e.g., age, sex, expectations, abilities, current knowledge, skills, and attitudes, etc.) |
| | | | C. Has stated broad program goals derived from 1 and 2 above (i.e., changing environment, increasing motivation, instruction, etc.) |
| | | | D. Has specified management organizational tasks, responsibilities, time schedules, etc. clearly |

II. Strategy Development (techniques, media, etc.): Does the program element meet the stated principle?

| | | | |
|---|---|---|---|
| | | | A. Has derived instructional objectives from the goal statements that are observable, measureable and specific stated in correct format (givens, expected behavior, standards (quality or quantity) |
| | | | B. Has designed criterion tests or measures prior to program development |
| | | | C. Has stated entry or prerequisite behaviors for learners (e.g., experience, performance level, skills, etc.) |
| | | | D. Has identified best alternative for meeting each identified need, as (1) environmental change, (2) motivational incentive, or (3) instructional or educational process |
| | | | E. If instruction is called for, has identified and developed possible strategies to accomplish instructional objectives as (1) self-directed study, (2) interactive strategies (e.g., seminars), (3) problem-solving, simulation and games or (4) other strategy types, list:<br>______________________________<br>______________________________ |

YES | NO | UNSURE

F. When appropriate, has provided for use of media in instruction

G. Has specified
(1) resources now available
(2) resources to be developed
(finance, personnel, equipment, facility, etc.)

H. Where necessary, has constructed a prototype of the proposed program, to include:
(1) appropriate practice (experience)
(2) opportunities for feedback (knowledge of results) to learner
(3) provisions for maintaining interest, motivation
(4) flexible strategies in activities and media to provide for differentiation
(5) other characteristics

______________________________________________

______________________________________________

(6) a complete package ready for tryout with a sample of target population

III. Evaluation of Program: Does the program element meet the stated principle?

A. Has provision been made for assessing the accomplishment of each stated objective in the program (i.e., that the performance is met to the mastery level specified)

B. Have evaluation techniques (both objective and subjective) been clearly specified well in advance of prototype development (tests, self-report and observational techniques)

C. Is the evaluation technique matched properly to the criterion of success stated in the instructional objective

D. In planning for testing the prototype,
(1) has a small number of target population been identified
(2) are evaluation standards and criteria well stated for an external observer

E. Are provisions (e.g., test or questionnaires) made for analyzing evaluation results in relation to
(1) program objectives

| YES | NO | UNSURE | |
|---|---|---|---|
| | | | E. (2) strategies employed<br>(3) evaluation methods and results |
| | | | F. Is data from tryouts efficiently summarized for use by the program initiators or evaluators to use in making revisions (this item applies only after tryout) |

IV. Redesign: Does the program element meet the stated principle?

| | | | |
|---|---|---|---|
| | | | A. Has provision been made for program revision based on changes suggested from program tryout (persons appointed, forms developed, procedures for tryout, etc.) |
| | | | B. Are basic suggestions regarding program revision based primarily on criterion data from objectives |
| | | | C. Have learner (user) responses (generally subjective) during or immediately following the program been considered as sources for program improvement |
| | | | D. Have provisions been made for appraising and writing the strengths and weaknesses of the procedures which were employed in designing the total program (operations analysis) |
| | | | E. Is the revised program now ready to be used with the intended audience or target population (i.e., implementation) |

# APPENDIX

**DE ANZA COLLEGE**

FOOTHILL COMMUNITY
COLLEGE DISTRICT

21250 Stevens Creek Blvd.
Cupertino
California 95014
(408) 257 5550

De Anza College Learning Center
Third Annual Symposium

# A SHIRT SLEEVE SYMPOSIUM, STAFF AND INSTRUCTIONAL DEVELOPMENT PLANNING

June (23) 24-26, Squaw Valley, California

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*Monday, June 23*

Participants begin to arrive after lunch time; facilities and conference registration; hospitality suite open; one-half hour of free cocktails and buffet dinner in Hofbrau.

*Tuesday, June 24*

| | |
|---|---|
| 7:15--8:15 | Breakfast |
| 8:45--9:00 | A Prescription for Change (Orange Coast College) |
| 9:00-10:15 | Future Instructional Directions in Community Colleges, a Give-and-Take Session<br>California Community and Junior College Association's Committee on Instruction, Dr. A.R. DeHart, Chairman |
| 10:30-11:15 | Instructional Development as a Major Ingredient of Staff Development; Setting the Symposium Theme, Dr. David Glenday, Instructional Development Specialist, De Anza College |
| 11:15-12:00 | Staff Development: Why? The Ingredients of the Program, Dr. Chet Case, Staff Development Facilitator, Los Medanos College |
| 12:00--1:25 | Lunch |
| 1:30--2:30 | Case Studies in Staff Development; Incentives for Participation, Ms. Donna Farmer, Assistant Dean, Instructional Services, Santa Ana College |
| 2:30--3:30 | The Instructional Development Model and Its Utilization; Instructional Development as a Team Process, Film: Instructional Development (Indiana University), Dr. Ron Trugman, Instructional Development Specialist, College of San Mateo |
| 3:30--4:15 | Specifying Objectives and Developing Strategies; Evaluating Performance, Dr. Darryl Sink, Instructional Design/Development Specialist, West Valley College |

| | |
|---|---|
| 5:00--5:30 | Cocktails |
| 5:30--6:30 | Sit down dinner |
| 7:00--8:00 | Optional bus ride to Reno |
| 11:00-12:00 | Bus returns from Reno |

*Wednesday, June 25*

| | |
|---|---|
| 8:00--9:00 | Breakfast with small group teams sitting together |
| 9:00-12:00 | Small group team planning--Assessing Needs |
| 12:00--1:00 | Lunch |
| 1:00--4:00 | Small group team planning--Strategy Development |
| 4:30--6:00 | Tram Ride with Cocktails |
| 6:00--6:30 | Cocktails |
| 6:30--8:00 | Barbecue dinner |
| 9:00-11:00 | Fondue, hot drinks, folk singing |

*Thursday, June 26*

| | |
|---|---|
| 7:30--8:30 | Breakfast |
| 9:00-12:00 | Small group team planning--Evaluation and Revision; plans turned in |
| 12:00--1:00 | Lunch |
| 1:00--2:00 | Wrap up session |
| | Consultants |

*Checkout unless optional arrangements made to stay on*

*By July 18*

*All plans reproduced and sent to all participants to include in Symposium binder.*

# FUTURE INSTRUCTIONAL DIRECTIONS IN COMMUNITY COLLEGES

A. Robert DeHart, President
De Anza College

Squaw Valley Conference
June 24-26, 1975

# FUTURE INSTRUCTIONAL DIRECTIONS IN COMMUNITY COLLEGES

The Committee on Instruction of the California Community and Junior College Association has set a task for itself for the coming year: the development of a statement describing the general directions for instruction in the community colleges for the coming decade. If we are to serve best in our role as a state-level committee, we think we should be able to articulate where we stand on instructional matters and what we will be pushing (or pulling) for in the next ten years.

We have already devoted a day's discussion to this project and have convinced ourselves this will not be an easy accomplishment. We do believe that the key to our task will be the inpu[illegible]hose as interested in instructional development and staff development as t[illegible]is room. We will be seeking your ideas later in this presentation and [illegible] the remainder of the day.

For today's session, I first intend to set the framework by briefly describing a new evolutionary phase that I believe the community colleges have entered. Then committee members will speak to some of the basic directions we see developing in instruction as a part of this evolution. Finally, we would like you to get involved, so be thinking about your contribution as we go along. We are interested in pros and cons as well as things we have not been bright enough to think about.

In September, 1950, I started my first full-time teaching job at Monterey Peninsula College. I didn't know it then, but I was catching the end of the junior college's first evolutionary phase. In its first five decades of growth, from approximately 1900 to the early 1950's, the junior college was precisely that, the first two years of the four-year college program. I remember that our primary goal was for the junior college to be acknowledged as a partner in a tripartite system of "higher education," and we fought with the four-year colleges for that status. We promoted ourselves with our local high schools and communities as "equivalent" to the first two years of Cal, Stanford, Harvard--and given two drinks at a happy hour for high school counselors and principals--Oxford and Cambridge.

Then in the fifties, with much encouragement of state and national commissions calling for universal educational opportunities of at least two years beyond the high school, and with the developing self-assurance of size and experience, the junior college moved into the two-year college's second evolutionary phase. We showed remarkable adaptive and responsive qualities as our junior college form evolved into the community college form. We became less concerned about imitation of older academic ways, more self-directed, freer to innovate, to seek the logical educational forms derived from the characteristics of our students and our community. I have to admit that a good bit of our evolving was fortuitous rather than planned, and with the adoption of the name "community college" we had to press hard to become what the name stood for. At any rate, the decade of the sixties transformed most of the good junior colleges into comprehensive community colleges. The colleges represented in this room are, for the most part, good examples of the best that this second evolutionary phase has produced.

For me it has been an exciting period helping "junior grow up," and I thoroughly enjoy basking in our relatively new public recognition. Unfortunately, our movement's maturity has not brought contentment. The exhilarating growth period, with its built-in forgiveness features for mistakes in judgment and ineffective performance, is fast becoming a golden memory.

Instead of "basking," we find ourselves faced with new and perhaps more difficult social problems: questions are being raised about the utility of the college degree in getting a job; the once distinctive community college offerings like occupational, developmental, and counseling services are found in a growing number of competing proprietary institutions; enrollment of the "traditional" age group of 18-24 years is declining; financial pressures are severe as attempts are made to bring costs in line with income--income that is based on a potential enrollment that in most places is declining. In the seventies, we have clearly moved into a new and different period, and it is essential that the changed environment be recognized, acknowledged, and dealt with.

The "new and different period" calls for a response from the community colleges different from the first two periods I have noted. Different enough, in my opinion, to call for a new evolutionary phase that I believe will result in a transformation leaving our colleges as changed as the community colleges of the sixties were from the junior colleges of the forties and fifties. I feel strongly about this because the change, while not abrupt, has already begun in many colleges. At this stage we are probing. Our new direction is neither well defined nor well articulated, but it is on the move and accelerating. Fortunately, I believe we will find this third major period as valid, healthy, and exciting as anything we have heretofore experienced. And at the forefront of this evolution must be strong, comprehensive staff development and instructional development programs.

What should our movement stand for? How do we define our new fields of activity? Who are we to serve? Are we to be defined in terms of conventional academic models or are we becoming different enough to invent new models just as the pioneers of our movement had the courage to do? These are the important questions though we are plagued by the secondary order questions about financial patterns, characteristics of faculty, learning strategies, and structures of governance. These, though important, can only be answered appropriately after the more basic questions are dealt with. And the most basic question of all is: Who are we to serve?

Educational institutions have often assumed in the past that they possess something that the public needs and the public will come for it--something the individual needs to "get ahead"--to become credentialed, as a "foundation for life." The attitude has often been, "We know what you need. Come and get it (or try to)." But suppose instead of challenging the citizens to storm the citadel for its prizes these community-based institutions started with human development needs. What kind of needs would we find?

Let's start with a very obvious one: career development. People of all ages are pursuing careers. People of our community continue to need information about job opportunities, requirements for job entry, possibilities for upgrading or retraining, or even major overhaul. They also need ways of identifying their own interests, aptitudes, and potential and even to find out where job placement services are available. Such interests and needs, I hardly need say to this group, are no longer confined to high school and college age students, but persist throughout a person's life. Can our institutions be really responsive to this kind of pervasive and continuing need?

There is another clear need: individual development. People at all ages seek a sense of identity. They look for help when they are young to cross that uncertain threshold to adulthood in a society in rapid motion. As we grow older, one of the most serious problems facing us today is the mounting incidence of mental and emotional disorganization. How well can we assist the individual in establishing and achieving personal goals during an entire lifetime--in the transition from youth to adulthood; then with the questions, concerns, and anxieties of the individual in mid-career; and later with the older individual anticipating retirement and adjustments to the problems and possibilities of age?

Another need that is rapidly escalating that we might fill is family development. Most adults carry responsibilities for family life, a most complex assignment, with a minimum of organized preparation for the various roles played. The extent of family disorganization has been amply documented. How can community colleges contribute toward more effective family relationships, more effective parent education, more effective child care, more effective marriages?

More examples could be developed, but I think you can see from this brief exposition that we must answer: Who will be served? Will we be the kinds of institutions that seek out the needs of our communities and provide the educational services to develop our human resources?

The answer that I believe--to state it very briefly--is that WE MUST BECOME A POSTSECONDARY, COMMUNITY-CENTERED, PERFORMANCE-ORIENTED INSTITUTION COMMITTED TO PROVIDING EDUCATIONAL RESOURCES FOR INDIVIDUAL AND COMMUNITY DEVELOPMENT. I've struggled with a more elegant way of stating this, as have others, or for a clever acronym, but so far I haven't hit upon anything better.

What then will be the directions we must embark upon if we are to accomplish this mission? As we get into this, you will quickly recognize that many, or even most, of these directions are already being pursued in good colleges--at least so some degre. What I am seeking in listing these for you is the recognition and, hopefully, the desirability for us to have such direction.

Flexibility will be increased to facilitate the accessibility of the college's services to all people of postsecondary age. The college will adapt is procedures to better meet the convenience and the needs of its clients. There will be many entry points, both in time and place, for all elements of the community. Unjustified rigidities will be eliminated.

Individual self-development will be the primary consideration in establishing college programs. Transfer courses, career education, and counseling services will continue to provide a strong core of the educational program, but student needs for developmental, remedial, handicapped, and other non-traditional programs will be better identified, and these programs, once they have proven themselves through careful evaluation, will assume a position of importance equal to the more traditional programs. Older, established programs will be maintained; newer ones will be added, but our colleges will give their best to each effort they undertake.

Proaction rather than reaction will characterize program development. Agressive searching out of community educational needs will be a new emphasis of the colleges. Rather than waiting for proposals from interested individuals or groups, the capability for securing on-going, comprehensive information about the full range of learning needs in the community will be developed.

Off-campus extension of services will be emphasized until the capability for providing services will be equal to the quality, though not necessarily the kind, of services rendered on the main campus.

*Performance standards will be a major developmental effort.* That is, in order to increase our colleges' flexibility in aiding a student to meet specific needs and to guarantee frequent entry and exit points, courses, progams and services will be data based with clearly stated objectives and demonstrated effective use of resources. Standards based on performance, rather than time expended or a norm reference, are the best assurance of achieving excellence *and* diversity.

*A wider diversity of students* will develop as a large proportion of people not previously found in postsecondary education are recruited. And once enrolled, a stronger sense of continuing affiliation will be nurtured. "Stop-outs" may occur frequently and without stigma, but "drop-outs" will seldom happen.

*Program improvement and expansion* will become a comprehensive, funded effort. An appropriate operating budget will be required to keep this effort a continuing one that includes up-dating of curricula, staff, and educational methods.

I hope my case for moving community colleges into a third major evolutionary period has been persuasive. To become postsecondary, community-centered, and performance-based will mean a modification of the academic models all of us have been raised with and cherish. Other segments of higher education may find such change very, very difficult, if not impossible. But we in the community colleges, I think, are still capable of important modification. And whether it be easy or difficult, I am convinced such a thrust into unchartered and unfamiliar services is as valid and as important as our first two evolutionary periods. I have had neither the time nor the wisdom here today to do much more than give my opinion of the general direction we are, and should be, heading. It is entirely possible that we may face more problems in *not* changing than in undergoing this evolution.

"Everything we know about human variability," says T. R. McConnel, "not only in aptitude and achievement, but also in interests, motivations, attitudes, values, and intellectual dispositions, emphasizes the need for a highly diversified educational system. Likewise, the more we learn about the highly differentiated manpower required by a complicated industrial, technological society, the more we appreciate the importance of differential educational opportunities." Diversity is the keynote. That diversity, as represented by a postsecondary, community-centered, performance-oriented educational program is, I believe our direction for the next decade. Our strength is in providing the learning resources for human development in all its diversity, and we should develop that strength to its logical limits for a community college.

# Staff Development/Program Improvement at De Anza College

## A SUMMARY OF AN INTEGRATED PROGRAM:

IN-SERVICE WORKSHOPS & SEMINARS ■ TRAVEL PROGRAM
REASSIGNED TIME ■ RESEARCH & INNOVATION GRANTS
SABBATICALS

STAFF DEVELOPMENT

FACULTY, COUNSELORS,
ADMINISTRATORS, LIBRARIANS,
CLASSIFIED PERSONNEL

PROGRAM IMPROVEMENT

### ACTING COORDINATING COMMITTEE

A. Robert DeHart, President, De Anza College
Oscar Ramirez, Dean of Instruction, De Anza College
David L. Kest, Associate Dean of Continuing Education, De Anza College
Gary Peterson, Associate Dean of Instruction, Learning Center,
De Anza College

cjca

CALIFORNIA JUNIOR COLLEGE ASSOCIATION

# Committee on Instruction

## POSITION PAPER

## INSERVICE PROGRAM-STAFF DEVELOPMENT PROGRAMS

### Program Improvement

The people of California do not need to be reminded of the important role that the community college plays in our higher education system. Their comprehensive goals and programs have attracted and served more people than any of the other segments. Community colleges, in attempting to keep the growth in quality of their programs commensurate with their growth in quantity, have shown a willingness to attempt new developments in curriculum, in instructional technology, in organizational patterns, in facilities and equipment, and in teaching-learning styles.

However, new and improved approaches and programs have not come easily, and certainly not uniformly, to all colleges. Most colleges, for many valid reasons, but mostly due to the financial crisis that our institutions have had to face as almost a way of life, have not provided adequately for on-going program improvement funds. Consequently, continuing program improvement has proceeded on a very uneven basis with most colleges feeling hard-pressed just to maintain existing programs at accreditation standards. "Seed money" to encourage experimentation, and "start-up funds" for introducing even those innovative practices proven to be of value at other colleges, have just not been generally available because of the strong competition from on-going programs striving to keep up with increasing enrollment and rising costs.

If the community college is to continue to grow in quality as it has in quantity; if the needs of minority groups are to be met; if the under-educated are to have a second chance; if the needs of business, industry, and government are to be provided for; if all human beings are to be given opportunities to explore, extend, and experience their hopes and dreams; then immediate consideration must be given to the needs for adequate funding for program improvement. Forward looking business and industrial firms have for decades now insisted that substantial percentages of their budgets be dedicated to research, development and product improvement--what we in the colleges call program improvement. The time has come for our colleges to take that kind of stand and seek the appropriate funding.

### Staff Improvement

But why associate program improvement so closely with staff improvement so as to hyphenate even the term program-staff? The emphasis is deliberate: inservice eduation for staff provides probably the best (though not to be considered as the only) way for colleges to improve, to renew, and to expand their programs. All staff members, from the least to the most highly competent, need continuing opportunities to keep up with new developments in education. Too often people interpret program improvement to mean new curriculums, new buildings, and new equipment. The staff improvement component is minimized or even overlooked, and an otherwise promising program will show little or no improvement.

Unless staff members are constantly updated and supported in their own development, programs cannot grow and flourish to meet the needs of students. Enormous amounts of time and money go into developing and implementing master plans for buildings, curriculums, instructional technology, community services, and even a public image. The time has come to give this same care to staff development. For certainly if the staff fails the college fails.

Primary responsibility for continuing staff development must be assumed by the community college itself. Inservice education is important enough for colleges to integrate it is a primary activity. A community college must define its own needs for staff development, and must receive funding to support the program. The university, the Chancellor's office, and other agencies can provide assistance, but the best inservice programs are likely to be indigenous operations. Preservice programs leading to credentialing will no doubt continue to remain a function of universities, but responsibility for inservice development must switch to the community colleges.

There are several levels of need for inservice training: for those who are new to community college work; for those few that may be performing at inadequate levels; and especially for those key people who are highly competent and creative staff members who provide leadership, encourage community, and develop quality programs. But at whatever level a person happens to be functioning, he will want to enlarge his talents if the inservice program is individualized, pragmatic, and relevant to his perceived needs. Personal development, of course, leads to improved programs, and that is why program and staff development must be closely related and operated by the college.

## The Florida Model

There is a model that has been tested since 1969 that we can learn from. During the 1968 Special Session of the Florida Legislature, Senate Bill 76X (68) was enacted which provided funds for a program titled Staff and Program Development. The Board of Education stated that the "purpose of this program is to improve the total effectiveness of the college curriculum through the continuing development and improvement of faculty, staff, and program." Thus, the relationship between program improvement and staff improvement was clearly recognized by the Florida Board.

A statewide committee developed and implemented guidelines for the use of state funds in the 1969-70 academic year. Each college in the state was required to formulate a long-range plan for development including a statement of the college philosophy and objectives. The college then indicated its goals priorities for staff and program development. Specific projects and activities for achieving the goals were described in detail. Finally, the college was required to determine an evaluation procedure. A budget was submitted for implementing the program. The final, total plan for development was submitted to the Florida Division of Community Colleges for review and approval.

Recent reports on the Florida plan indicate that while there have been some growing pains, there also has been a tremendous upsurge in projects designed to improve and expand academic programs and services to students. Florida has assumed national leadership as the state system doing the most to keep its colleges constantly updating and reviewing its programs. Administrators attribute this primarily to program-staff improvement funds allocated by the legislature specifically for this purpose.

## New Thrusts That Are Dependent On Inservice Training

A final word should be said about the recognition of the need for improved levels of inservice training found in recent legislation and Title 5 regulations:

1. Staff Evaluation: New evaluation procedures developing out of the Rodda bill call for concomitant inservice education "to improve instruction"--but no funds to implement programs.

2. Affirmative Action: Federal guidelines call for institutions to provide inservice education programs to upgrade minority and women staff members as higher level positions open up--but no funds to implement programs.

3. Credentialing: New procedures recommended by the Chancellor's staff recommend inservice training as a condition for receiving a permanent credential--but no funds to implement programs.

Inservice training programs are not going to happen just by saying they are important to program improvement: we must find the means to plan, to organize, and to fund the programs.

## Elements Of A Program-Staff Development Program

A well-conceived, comprehensive program-staff development program should be based on a locally developed, long-term master plan that recognizes program and staff needs, and provides means for implementing that plan. The plan should include some balance of the following elements:

1. Seed money for the continuous encouragement of program and course development through introduction of proven innovative practices, or through local experimentation and innovatiion.

2. A comprehensive, well-conceived program of long-term and short-term inhouse workshops and seminars to keep staff up-to-date on a continuing basis.

3. A clear integration of the staff evaluation plan with the staff development program.

4. Financial support to encourage staff to attend appropriate conferences and professional meetings.

5. All-college retreats, visitations to other colleges, a strong professional library, and similar communication links.

6. Provision for leaves of absence that make it possible for a staff member to work full-time on program and/or professional development that is of clear benefit to the educational program.

7. A program-staff development office to insure appropriate planning and accountability.

## A Call To Action

To encourage the initiation of program-staff development programs on the campuses of member colleges, the CJCA Board of Directors adopt the following resolution:

RESOLVED: That legislation will be introduced in the 1973 session to seek state matching aid for program-staff development programs. Two percent of current operating budgets should be dedicated to the program with one percent coming from state level and one percent from local funds. Guidelines assuring accountability will be developed in cooperation with the Chancellor's staff, but primary control will remain at the college level.

RESOLVED: That the Board will seek the support of the Board of Governors and other educational agencies and professional associations to achieve passage of the bill.

RESOLVED: That the Board use every available means to publicize this proposal among Regions of the Association, Committees of the Association, and member colleges to assure free discussion and grass roots support.

Committee on Instruction
A. Robert DeHart, Chairman

March, 1973

A. Robert DeHart
March 15, 1974

## DE ANZA COLLEGE

## A PROPOSED MODEL FOR STAFF DEVELOPMENT

Staff development is more than an orientation session preceding fall classes, more than attending conventions and workshops, more than learning to run a film projector, more than taking a sabbatical. Staff development is fundamental to curriculum development to instructional development, to organizational development--indeed to the continued renewal, revitalizing and long term development of the institution. We must recognize that despite our tremendous investment in buildings and facilities, they are not our most important capital. The staff is. We plan for depreciation in facilities, and it is even more important that we make at least a modicum of investment in the upkeep of staff to assure that there is no obsolescence there either. On the contrary, with the right development program, we can expect an "appreciation" over the years of this most important asset.

Influencing the development of staff is a multifaceted task involving both pre- and in-service preparation as well as institutional modification. Pre-service education seems destined for minimal impact in the near future for we just will not be adding staff in substantial numbers. A campus-wide commitment to in-service experience and deliberate environmental modification--changing the workplace so that it becomes supportive of the best principles of learning and leads staff toward continued self-development--provide two avenues of relatively unexplored potential for the continued enhancement of college programs.

## SOME PRINCIPLES TO GUIDE STAFF DEVELOPMENT

1. Improved personal development leads to improved program development. In-service education should be strongly supported because it provides the best opportunity for community colleges to retain their vitality, to renew and enhance their programs.

2. Primary responsibility must be assumed by the college for in-service staff development it must be integrated as a primary activity. Universities and state agencies can provide assistance, but we must do our own programs simply because no one else knows enough, cares enough, or has the capability to do what needs to be done.

3. The climate within which staff development will occur in crucial and should be characterized by trust, respect, and a deep concern for people. When the climate of learning for staff is open, flexible, affirming, and challenging, then the climate of learning for students is likely to be similar. When the opportunities are present and the rewards are clear, staff members will choose to be innovative, creative, vital. When staff members begin to grow and develop, the college will move toward increased potency and impact.

4. A well-designed, individual tailored, college approved program of continuing development for every staff member should form the core of staff development (as well as being the outcome of the staff evaluation plan). Many group activities may be available, but each staff member should have an individual program for personal and professional development. College policies, such as those governing salary schedules, evaluation, and sabbatical leaves, should reinforce this concept.

5. Staff development is for everyone in the college: instructors, secretaries, administrators, paraprofessionals, trustees, and counselors. Of course special needs must be defined and met. New staff members, part-time staff members, ethnic minorities, and women all need special programs for themselves or to assist other staff to better serve these groups.

6. Increased specialization in a discipline is not the only key to increased competency in teaching. There is a discipline of instruction--just as there is a discipline of counseling and a discipline of administration--that is as important to master as the subject-oriented disciplines.

7. The program should be a continuing one throughout the year, related to long-range improvement of the college, and designed to achieve college goals through the development of individual staff members.

8. Someone in the college must assume major responsibility for coordinating the program.

9. Funding for staff development should have a high priority. The present use of funds for travel, sabbaticals, released time, and other traditional forms of staff development should be routinely reviewed to see if funds could be better utilized. Two percent of the De Anza budget seems a reasonable goal. State matching funding should continue to be sought.

## THE DE ANZA STAFF DEVELOPMENT PROGRAM

### OBJECTIVES OF THE PROGRAM

- Improvement of staff capability for both current requirements and new programs
- Updating and development of foundation disciplines and subject matter
- Updating and development of instruction as a discipline

- Updating and development of educational methods
- Updating and development of media use
- Encouragement of creative and innovative approaches to meet changing needs

## ELEMENTS OF THE PROGRAM

- Developmental Time

  Released Time: As a starter, each three years (half-way between sabbaticals)an amount of time equivalent to one course will be granted to each certificated staff member upon approval of a written proposal following established guidelines.

  Extended Time: Each year an amount of time at extra compensation will be granted for developmental work in the summer, during recesses, or outside of normal working hours upon approval of a written proposal following established guidelines.

  Sabbatical Leaves: An amount of time equivalent to one full-time quarter each six years will be granted to each certificated staff member upon approval of a written proposal following established guidelines.

  Leaves of Absence: Leaves for professional improvement will be granted for as much as the equivalent of one year in each six at no cost to the College upon approval of a written proposal following established guidelines.

- Travel

  Professional Meetings: Funding in an amount sufficient to permit the attendance at one conference per certificated staff member will be budgeted.

  College Visitations: Funding will be budgeted to permit visitations to exemplary programs in other colleges on a project basis.

  Retreats: Funding to support one all-college conference will be budgeted each year.

- Faculty Innovative Grants

  Funding will be budgeted to encourage individual staff members to innovate and improve courses and programs. Grants will be made upon approval of written project proposals.

- In-Service Seminars and Workshops

  On-campus Continuing Education funding of a program broad enough in scope to provide at least one experience per year for each staff member. An approved curriculum, salary schedule credit, adequate planning and preparation time, and a printed quarterly schedule will be characteristics of this effort. ADA income should cover these costs.

- Consultants

  Programs will be invited to plan and budget for bringing consultants to the campus as needed.

- On-Campus Conferences

  The capability for conducting conferences and symposia will be developed by one of the administrative offices to enable staff to plan and to present such events.

- Professional Library

  A current collection of printed materials, audio-visual materials, and microfiche will be maintained in the Learning Center and periodically reported through such publications as Noticias.

- Special programs for new staff, part-time staff, affirmative action, etc., will be developed in various formats.

PROGRAM OPERATION

- Individualized Plans

  Procedures will be modified and/or developed to provide each staff member with an Individualized Development Plan (IDP). The emphasis will be on the position presently held, but future career plans will also be considered. The IDP will be the primary responsibility of the staff member but his supervisor will also share in the responsibility for developing and implementing the elements of the plan. An annual updating and report on the progress of the IDP will be done.

- Program Planning

The various functions of the program will reflect the identified needs of the IDP's. Administrators and Division Chairmen will be expected to plan annually for staff development just as they do for capital, staffing, and curriculum development. Such group activities as seminars and workshops will be scheduled and publicized on a quarterly basis; more individualized activities such as innovative grants, sabbatical leaves, and travel projects will be reported to the staff before and after completion.

- Program Coordination

To assure a well-conceived, comprehensive program, responsibility for coordination of the various elements of this program will be placed with a Program Coordinator. It is expected that instructional development activities will become a close working unit.

- Staff Development Committee

The effectiveness of the program, proposals for substantive changes, annual and quarterly planning, and an annual budget request will be done with the advice and consent of an advisory committee where all segments of the staff are represented. The Program Coordinator will be the ex-officio chairman. Sub-committees as required to supervise activities of the various elements of this plan may be appointed by the Committee. Sub-committee chairmen must be members of the Committee. An annual written report to the college staff by the Committee will be made.

- Instructional Research

The Instructional Research Office will provide a periodic college-wide assessment of staff development needs, assistance in project design, assistance in project evaluation, and follow-up studies.

## BUDGET

| | | 1973-74 Budget | | Proposed 1974-5 |
|---|---|---|---|---|
| Developmental Time | | $60,000 | | $85,600 |
| Released Time | $12,000 | | $20,400 (1) | |
| Extended Time | 1,000 | | 4,000 | |
| Sabbaticals | 47,000 | | 61,200 (2) | |
| Leaves of Absence | NNC | | NNC | |
| Travel | | 17,000 | | 17,000 |
| Professional Meetings | $13,000 | | $10,000 (3) | |
| College Visitations | | | 3,000 | |
| Retreats | 4,000 | | 4,000 (4) | |
| Faculty Innovative Grants | | 38,000 | | 36,000 (5) |
| In-Service Workshops and Seminars | | NNC | | NNC |
| Consultants | | 5,000 | | 4,000 |
| On-campus Conferences | | NNC | | 1,000 (6) |
| Professional Library | | NNC | | NNC |
| Special Package Programs | | NNC | | NNC (7) |
| Program Coordinator | | NNC | | 20,000 |
| TOTAL | | $120,000 | | $163,600 |
| De Anza Operating Budget | | $8,151,000 | | $8,803,000 |
| Percent of De Anza Budget | | 1.5% | | 1.8% |

NNC = No Net Cost

(1) Development time will be budgeted to allow for a quarter each six years (sabbatical leave) for each certificated staff member and one course released time at the mid-point between sabbaticals. All such time will be granted upon approval of a written proposal following established guidelines. (175 certificated staff x 1/6 x $700 replacement cost = $20,400).

(2) Approximate net replacement cost equals $2,100 per quarter. (175 certificated staff x 1/6 x $2,100 replacement cost = $61,200).

(3) Budgeted at $50 for 200 staff members = $10,000.

(4) Presently $8,000 is budgeted for "all District" retreat.

(5) Present year's budget included $8,000 "carry-over" funds.

(6) Conferences should be self-financed through conference fees. The $1,000 budgeted should be considered a contingency for emergency use only.

(7) Development of special programs should be financed chiefly from existing budgets and/or Faculty Innovative Grants.

cjca
CALIFORNIA JUNIOR COLLEGE ASSOCIATION
**Committee on Instruction**

December 4, 1973

PROPOSAL FOR AN ADDITION TO THE
MANUAL OF ACCREDITATION FOR JUNIOR COLLEGES
July, 1973 Edition

(Insert Between VII and VIII at Page 33)

## VIII. STAFF DEVELOPMENT

### Criterion

The importance of a well-conceived, comprehensive staff development program is emphasized at several points in this Manual. The purpose of this section is to bring together in one place the efforts that are being made to constantly update and support staff members in their professional development. Enormous amounts of time and money go into developing and implementing master plans for buildings, curriculums, instructional technology, community services, and even a public image. The development of staff must be given similar attention for certainly if the staff fails, the college fails.

"Staff Development" is intended to include all segments of the college, faculty, counselors, librarians, administrators, and classified staff; the term encompasses all types of activities planned to assure program improvement through increasing the competency of the staff. The following is a suggestive list of staff development activities. It is not intended that any community college will provide all of these activities; nor is the list all-inclusive.

> A program of in-service, in-house workshops and seminars. Salary schedule advancements and other positive motivating factors should be considered for successful completion of units of this program.
>
> A clear integration of the staff evaluation plan with the staff development program. When an area needing improvement has been identified for an individual, there should be a means available to turn to on-campus to work on the deficiency.
>
> Financial support to encourage staff to attend appropriate conferences and professional meetings, and to make visitations to other colleges.

Various segments of the college should receive encouragement and support in making their contributions to the field through the hosting of conferences, publication of appropriate teaching materials and articles, and making presentations to community and professional groups.

Seed money for the continuous encouragement of the introduction of proven innovative practices and methodologies at the "firing line" level. Well-conceived local experimentation should also be possible.

Provisions for all-college and/or segmental retreats, provisions for appropriate reporting of on- and off-campus educations developments, provisions for a strong professional library, and other similar communication links should be present.

Provisions for leaves of absence, released time, and summer projects that make it possible for a staff member to work full-time or part-time on program and/or professional development that is of clear benefit to the educational program should be present.

A program-staff development office to insure appropriate planning and accountability will be more important to larger institutions.

## Description

In the evaluation team room:

Provide copies of the policies, regulations, brochures, and schedules that govern and describe staff development activities and services of the college;

Provide copies of statistics of numbers of persons participating in the various types of staff development programs;

Course outlines, project proposals, project reports and evaluations.

In the self-study report:

Describe the staff development program by providing such information as:

The extent of the staff development effort, what segments are being served, how it is administered, how it is financed;

The budget for staff development;

Any staff developments you believe to be outstandingly successful or innovative;

Findings of institutional studies of outcomes.

## Appraisal

This is a request for analysis with a minimum of description. Respond to questions such as the following:

Is the staff development program meeting the in-service development needs of the staff?

Is the program over-extended or seriously underdeveloped? Are various segments coordinated and integrated into a well-conceived, comprehensive program? Are there sufficient provisions for funding?

Relate this appraisal to the official statements on functions and purposes.

## Forecast

Has the college developed a plan of activities designed to improve or to maintain a quality staff development program over the next several years? What steps toward the implementation of the plan are definitely scheduled? What are the obstacles to full implementation? Who has been involved in the planning?

# DE ANZA COLLEGE

## RESEARCH & INNOVATIONS PROJECTS - FALL, 1973

### RESEARCH -- CURRICULUMS & PROGRAMS

Project Title: Combined English and Math for the Remedial Student
Project Author: Chris W. Avery and Don Barnett

This project will develop a course which combines the objectives of English 100 and Math 200. The purpose of the project is to help the remedial student to master basic communication and computation skills and to show faculty and students the interdependencies between mathematics and language skills.

### RESEARCH -- CURRICULUMS & PROGRAMS

Project Title: De Anza Alliance for Consumer Protection
Project Author: R. H. Bean

This project will establish a consumer advocate group within the framework of the Business 50 (Consumer Law) course. The students will be placed in a real life laboratory, working with real problems with real people. In this way, the students will learn how to handle their own problems should they arise. A side benefit is to assist students and others who cannot afford legal advise in their consumer problems.

### RESEARCH -- INSTRUCTION

Project Title: Biology 10A Review Tapes & Study Guide
Project Author: Ed Burling

This project is specifically designed for students who need extra help in Biology 10A. A series of tapes with synchronized slides, each devoted to a single concept, along with a written study guide will be developed to aid the student.

### RESEARCH -- CURRICULUMS & PROGRAMS

Project Title: Transactional Analysis of Skills (TASK)
Project Author: Fran Coolidge

This project is intended to integrate reading (English 201), writing (English 100A), and counseling. Classes will be scheduled seven hours per week instruction, and one hour per week seminar. The seminar will use the transactional analysis method to explore feelings and behavior related to basic study skills.

### RESEARCH -- INSTRUCTION

Project Title: West Coast Photography Cameos
Project Author: Shirley Fisher

The purpose of this project is to increase student awareness of current photography through the use of audio-visual aids, or "Cameos". These audio-visual "Cameos" will include film shot of ten to fifteen photographers, audio tapes of each of their working methods as they themselves present them; slides of each photographer's work, and of their studio/darkroom working areas. These "Cameos" will take the place of expensive and time-consuming field trips.

RESEARCH -- CURRICULUMS & PROGRAMS

**Project Title:** Computer Assisted Instruction in Computer Programming
**Project Author:** Carl A. Grame

Under a Stanford University/Naval Office Research Grant, the Data Processing Department is receiving free usage of 5 teletype terminals which are connected via phone line to a Stanford computer. They are using an experimental CAI teaching program and the computer for approximately 25 students at no charge. The only cost connected with the program is the telephone line charge of $94.77 per month.

RESEARCH -- CURRICULUMS & PROGRAMS

**Project Title:** Development of Skills Materials for the Tutorial Skills Center
**Project Author:** Bill Griese, Margaret Moreno, and Gary Cummings

The purpose of the project is to establish a variety of mini-courses in basic linguistics and mathematical skills, through the use of McGraw-Hill Basic Skills materials and the use of Tutorial Center facilities and personnel. The Center will provide personalized assistance to the students. The mini-courses will include spelling, usage, punctuation, and arithmetic. Reading will be excluded since the Skills Center is for the student who needs "brushing up" rather than specialized or extended help. Students will be allowed to enroll in the one-credit courses at any time in each quarter, with the provision that they complete the course by the end of the following quarter. There will be no regularly scheduled sessions-- this will permit the student to proceed at his own rate.

RESEARCH -- OTHER

**Project Title:** Symposium on the "Philosophy of the Person" and a Workshop of the "Place of the Person in an Academic Institution".
**Project Author:** Drs. Marguerite Foster and Thomas Vician

The "Symposium on the "Philosophy of the Person" brought to the De Anza Campus six major philosophers to deliver papers and lead discussions on the "Philosophy of the Person". The project was designed to provide a concrete experience of interface between members of the Philosophy Departments of many Bay Area community colleges and several universities, and to provide opportunity for the community to be exposed to and communicate with the philosophers.

RESEARCH -- INSTRUCTION

**Project Title:** Supplementary A/V Materials in Journalism
**Project Author:** Warren A. Mack

A/V materials will be prepared in part using state and local examples of daily and weekly newspapers, to enhance instruction and add to course content--from journalism history to how-to-do-it.

## RESEARCH -- INSTRUCTION

Project Title: Mini-Courses for instructional Development
Project Author: Gary T. Peterson

This project is designed to improve the instruction on the De Anza College Campus. It plans on doing this by supporting instruction with appropriate media and hardware, by providing instructional development activity, by providing workshops for the improvement of workshops, and by providing innovative examples of non-traditional instruction. The project proposes to take an instructional workshop, Social Science 310: Workshop on Educational Media, and package it into a series of learning packages. These packages would be used by faculty members to improve instruction and would also serve as an innovative example for De Anza instructors.

## RESEARCH -- CURRICULUMS & PROGRAMS

Project Title: Research & Development of Native American Studies
Project Author: Ida Robinson

The purpose of this project is to establish the foundations for a Native American Studies Department on the De Anza College campus. The project; through research and travel, will uncover the facts concerning the life history, culture and contributions of Native Americans.

## RESEARCH -- STUDENT PERSONNEL SERVICES

Project Title: Counseling Information Systems
Project Author: Dallas Smith

The purpose of the project is to disseminate general information on enrollment at De Anza through video playback units. The student will view the video information prior to his initial counseling appointment, thus freeing counseling time to be spent at a more personal level.

## RESEARCH -- CURRICULUMS & PROGRAMS

Project Title Review and Evaluation of Accounting Practice Materials
Project Author: Ruth Wallace

The purpose of the project is to provide materials for accounting students who need more practice or review after having taken Business 1A, 1B, or Business 60. The student will be able to use these practice materials either manually or on the computer. One or more units can be earned under Business 98--Special Projects in Business Applications.

## RESEARCH -- INSTRUCTION

Project Title: Drama on Videotape
Project Author: George Willey

Ten complete plays and assorted scenes from additional plays, representing various periods and styles of drama, will be edited and duplicated for use by students in Readers' theatre exercises in class. Audio tapes of these (and other) scenes will further extend the means by which students will become directly acquainted with the living theatre, supplementing lectures and discussion in a vital manner.

RESEARCH -- CURRICULUMS & PROGRAMS

Project Title: Spanish for the Chicano
Project Author: Norma Escobar de Zoffman

The purpose of the project is to help the Chicano student at De Anza College to acquire basic language skills in both English and Spanish. Bicultural studies will be the outgrowth of such studies. New language, tapes, materials and pictures will be developed; and an intensive course in both English and Spanish, with language laboratory and classroom contact will be prescribed. There will be a minimum of two or three hours of language instruction per day.

DE ANZA COLLEGE LEARNING CENTER

Date: September 20, 1974

To: Bob DeHart

From: Dave Kest, Gary Peterson, Oscar Ramirez

Re: Travel/Conference Plan

cc: Dick Kent

## Program

1. Allocate to each budgetary area $15.00 for each full-time staff member and $5.00 for each part-time staff member. Total cost: $5000 (estimated). This money is to go into a budgetary type code specified (and available) for car travel only. Such an allocation should promote statewide travel by increasing travel opportunities through this low cost program. These are to be "locally" controlled and administered funds (e.g., division chairman or supervisor allocate spending).
2. Charge the Research and Innovations Committee with the responsibility of administering $13,000 of travel/conference monies in order to meet the goals as specified below (e.g., these goals should create parameters which can be translated into the guidelines for travel and conference projects submitted to the committee for its consideration). All submitted proposals should carry the division chairman or area supervisor's signature.

## Travel/Conference Program Goals

1. To initiate a process by which staff members may visit other educational institutions, people, or facilities in order to
    a. secure and/or share ideas (e.g., on programs, facilities, techniques, systems, etc.);
    b. build subject area expertise (exposure to new developments in one's field);
    c. provide a more positive outlook toward one's position, duties and responsibilities and to provide a way to strengthen one's personal commitment to De Anza College.
2. Through the travel program promote visitations in which De Anza staff of varying disciplines can exchange with each other ideas, personal/social information (e.g., likes, hobbies, activities, etc.) and promote more interdisciplinary approaches at De Anza.
3. To initiate the development of on-campus conferences so that a greater number of De Anza staff may have the opportunity to participate in such an exchange of ideas. It is intended that such conferences bring together De Anza, local, and national participants.

DE ANZA COLLEGE LEARNING CENTER

Date: September 12, 1974

To: Division Chairmen

From: Oscar Ramirez and Gary Peterson

Re: Release Time Grants for Instructional Change

cc: Full-Time Faculty

I. During the winter quarter two faculty members are to be released so that each can

   A. redevelop along experimental lines a course which he is presently teaching;

   B. develop an inservice course for personnel in his academic area so that new, developmental skills can be shared.

II. During the spring quarter each instructor will utilize the redeveloped class and analyze its effectiveness via a pre-selected, built in research plan.

III. During the summer quarter each instructor will offer his inservice workshop to subject matter peers (college and high school teachers, etc.) or instructors from similar academic areas.

IV. During the fall 1975 quarter each instructor will present, via either a separate memo or as part of a publication such as Noticias or Que Pasa, his analysis of the total experience and suggestion for future projects of a like kind.

To apply, faculty members should submit through their divisional chairmen, to the Dean of Instruction, a brief plan which

A. describes objectives and plans for course development;

B. describes methods for evaluating the redeveloped course;

C. describes the possible inservice course for the summer workshop.

Applications will be received through Friday, October 11; then the awards can be made shortly afterward and replacement personnel can be hired for the winter quarter.

Recipients of the awards will be given the complete services of instructional development area and the Institutional/Instructional Research office.

Experience from this project will help in planning future release time grants.

lj

# IN-SERVICE WORKSHOPS AT DE ANZA COLLEGE: ADMINISTRATIVE COMPONENTS

## COMMITTEE STRUCTURE

The Faculty Development Committee (FDC) at De Anza College serves as the facilitating agency for In-Service Workshops and Individual Projects. FDC operates as a committee of the Faculty Senate. Additionally, it is responsible to the Curriculum Committee for maintaining the curricular integrity of all In-Service courses (designated as 300-level Social Science Courses). All Divisions are represented on the committee; each representative serving a two-year term of office.

## COURSE/PROJECT DEVELOPMENT PROCEDURES

### Course Proposals

It has been felt by the Faculty Development Committee since its inception that the impetus for creating In-Service Courses should be with the various campus Divisions. Thus, course proposals submitted to FDC usually reflect the unique needs of a particular Division. Following submission of a proposal, it is reviewed by the entire committee. Should revisions be required, the appropriate Division Representative assists the proposal originator. To insure that the proper number of credits are assigned, the following schedule is used to establish the requisite number of hours:

| Lecture hours | Lecture-lab hours (field trip) | Out of Class Hours | Units Assigned |
|---|---|---|---|
| 12 | | 24 | 1.0 |
| 24 | | | 1.0 |
| | 48 | | 1.0 |

For 2, 3 and 4 units, the figures are appropriately multiplied by 2, 3, or 4. At the conclusion of the workshop, it is requested of the course facilitator that he submit to FDC an evaluation of the workshop.

### Individual Project Proposals

Desirous of allowing individual faculty members to secure professional growth units for discipline-related projects (and thus encourage faculty development), the Faculty Development Committee has capitalized on the established Workshop format. The following procedures followed in requesting units for individual projects:

1. Faculty member submits request form to FDC;
2. Request is reviewed by the Division Representative and Division Chairman. Their recommendation is then forwarded to FDC;
3. Approval/disapproval results from Committee discussion;
4. If proposal is approved, instructor is enrolled in the appropriate 300-level Social Science Course.

## FINANCIAL CONSIDERATIONS

All those involved in either a Workshop as an Individual Project are enrolled in a Social Science 300 Course. The Office of Continuing Education assumes responsibility for placing the course in the computer and for paying all related instructional costs. Resultant ADA credit is thus accrued by Continuing Education.

## IN-SERVICE TRAINING OPTIONS

De Anza College has three distinct modes through which faculty and staff may secure In-Service Training Credits through:

1. Involvement in a conventionally organized Workshop (group format with 14 or more participants);
2. Development and execution of an individual project;
3. Participation in a small Divisional Workshop (2-8 participants).

## CURRICULUM PLAN FOR IN-SERVICE TRAINING

## DE ANZA COLLEGE

## Course Outline

Spring, 1971

1. Catalog Description

WORKSHOPS IN EDUCATION

| | |
|---|---|
| Social Science 310 A,B, C In-service in Education Media | 1-4 units |
| Social Science 311 A,B, C In-service Workshop in Curriculum | 1-4 units |
| Social Science 312 A,B, C In-service Workshop in Instruction | 1-4 units |
| Social Science 313 A,B, C In-service Workshop in Student Personnel | 1-4 units |
| Social Science 314 A,B, C In-service Workshop in Administration | 1-4 units |

Prerequisite: Permission of Instructor

Credit: For each unit, a minimum of 12 hours in class and 24 hours outside class or some combination. Credit must be approved by Faculty Development Committee before first class session.

Credit - No Credit (CR - NC) course.

Can be taken more than once for credit.

Workshops for development of faculty and administration who want to work as a group on common problems and/or area.

. Guidelines for Course Construction

A. Prior to approval of a specific workshop by the coll[illegible], participants or their facilitator will submit a course proposal to the Faculty Development Committee.

1. Objectives of the workshop
2. Stated plans for implementation of the course objectives
3. Final product or outcome expected
4. Number of hours to be spent in and out of class
5. Time frame within which the workshop shall be conducted
6. Number of units requested
7. Prerequisites required for participants

B. The facilitator may be chosen from within the faculty ranks or from the outside, whichever is more appropriate. A minimum of 16 participants is necessary if payment of the facilitator by the college is desired. The part-time hourly pay scale will be used. If facilitator costs exceed the part-time scale, the extra cost must be furnished by the participants. With fewer than 16 participants, the course can still be offered if the facilitator's services are free or if the cost can be borne by the group.

C. As a minimal requirement, a report evaluating the workshop experience will be jointly prepared by the participants in each workshop and their facilitator and placed on file with the Faculty Development Committee.

DE ANZA COLLEGE

300 - Level Workshops

## FACILITATOR INFORMATION SHEET

Please familiarize yourself with the following information before the submission of your workshop proposal.

1 - All registration packets/ADD cards must be received by the Registrar within 12 days of the first session of the Workshop.

2 - The instructor/facilitator must have credential clearance through the Office of Continuing Education. Without a valid credential, the instructor cannot be paid. Guest lecturers who cannot be credentialed must receive prior clearance in order to be paid on a consultant basis (B warrant).

3 - The following schedule indicates the requirements for unit assignment in 300 - level workshops:

| Units Assigned | Lecture | Lecture-lab (field trip) | Out of Class Hours |
|---|---|---|---|
| 1.0 | 12 | | 24 |
| 1.0 | 24 | | |
| 1.0 | | 48 | |

For 2, 3 and 4 units, the figures are appropriately multiplied by 2,3 or 4.

4 - Each instructor should prepare a "green sheet" for the workshop participants, outlining specific course requirements and procedures. It is suggested that the number of quarter units assigned to the course be indicated on the "Green Sheet".

5 - All participants in 300-level workshops are required to pay the $3.00 registration fee. If taking several workshops within a single quarter, the fee need be paid only once. Initial enrollment is handled through a registration packet, thereafter during the quarter, participants should enroll with the use of an add card.

6 - All course developers should indicate probable enrollment for the course as well as the basis for this estimation.

DE ANZA COLLEGE

FACULTY DEVELOPMENT COMMITTEE

## Request For Evaluation of Proposed Professional Activities

Name: ______________________ Division ______________________

Date of Application ____________ Teaching Professional Area ____________

Inclusive Dates: From ____________________ To ____________________

Nature of the Activity:

(Please be specific as to the actual amount of time and effort involved)

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(Please continue on back of form if necessary)

Relationship of proposed activity to professional advancement: Please indicate how the project will result in increased professional/classroom effectiveness.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________
Signature

# INFORMATION CONCERNING THE USE OF THE REQUEST FOR EVALUATION

The primary criterion for the evaluation of activities for salary schedule credit is professional growth: the relationship between the project and increased effectiveness in the classroom/professional activities. Secondary criteria are uniqueness (in what particulars is the activity different from your previous experience) and intensity (what portion of your time and effort will be/has been in direct support of this activity). The statement you submit concerning the merit of your activity should substantiate its pertinence in the light of these criteria. Tertiary criterion is a consideration of the anticipated hour expenditure. The following formula and limitations will be incorporated into FDC's consideration of the project proposal.

1. A maximum of 6 quarter units will be granted for any single project proposal. A maximum of 18 quarter hours may be granted through 300-level course work and applied to column change. A maximum of 18 quarter units may be used for any/all column change(s).

2. Faculty Development Committee anticipates the submission of proposals in the following areas:

   Books
   Workbooks and Manuals
   Anthologies and Edited Books
   Articles
   Creative arts projects
   Private lessons

3. 1 unit of credit is equal to 36 hours, derived from the following formula:

   1 lecture hour in class per week
   2 study hours per week
   3 hours per week
   x12 week quarter
   36 per unit of credit

4. Projects beginning or in progress before July 1, 1973 are eligible for submission. Please allow 3 weeks lead time for the processing of the proposal.

5. Social Science 300-level credit will be assigned to approved projects.

6. Proposals submitted to FDC will then be reviewed by the Division Chairmen and a member of FDC from the respective division. Their recommendations will be sent to FDC for a final review and evaluation of the proposal.

Revised 6/4/73

Date: ____________________

Course : ____________________

Units: ____________________

1. Title of Course:
2. Developed by:
3. Facilitator/instructor:
4. Brief Description:

5. Objectives of Workshop: ☐ acceptable not acceptable ☐
6. Implementation Plans: ☐ acceptable not acceptable ☐
7. Final product or outcome expected: ☐ acceptable not acceptable ☐
8. Number of Hours to be spent in and out of class: ☐ acceptable not acceptable ☐
9. Time Frame of Workshop: (Start and ending date)
10. Number of Participants (minimum of 16 for college funding):
11. Meeting Days and Hours:
12. Room number:
13. Date final report due to Faculty Development Committee:
14. Comments:

15. Recommendations of committee: ☐ approval disapproval ☐
16. Reviewed by:
    1.
    2.
    3.

## PROPOSED PROFESSIONAL ACTIVITIES REVIEW FORM

1. Name: ____________________ Date ____________

2. Division: ____________________ Course Number ____________

3. Project subject area: ____________________ Units assigned ____________

4. Type of Project: ________________________________

5. Evaluator's summary of project's efficacy ________________________________

________________________________

________________________________

________________________________

☐ Acceptable ☐ Not Acceptable

6. Number of hours to be spent on project ________________________________

________________________________

________________________________

☐ Acceptable ☐ Not Acceptable

7. Date final report due to FDC: ________________________________

8. Recommendation of Evaluator(s):

☐ Approval ☐ Disapproval

9. Recommendation of FDC:

Comments: ________________________________

________________________________

________________________________

________________________________

☐ Approval ☐ Disapproval

10. Reviewed by:

A.

B.

C.

First Draft

# GROWTH: A Program for Staff and Instructional Development for California Community Colleges

by
The Task Force on Staff and Instructional Development*
of the Committee on Instruction
of the California Community and Junior
College Association

March 5, 1975

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# INTRODUCTION

The 1974 Annual Conference of the California Community and Junior College Association was organized around the theme "New Learning for New Learners." Recognizing that staff* and instructional development is essential to a meaningful response to new learning and new learners, the CCJCA Committee on Instruction sponsored a special interest session at the conference on this topic. Leaders in this field were invited to present a panel discussion dealing with successful programs on individual campuses. Immediately after the conference, the Committee on Instruction established a statewide task force of knowledgeable practitioners. They were to consider appropriate ways to organize and finance a statewide effort directed at staff and instructional development in California community colleges.

The Task Force on Staff and Instructional Development of the CCJCA Committee on Instruction recommends:

1. The appointment of an advisory committee of California community college staff developers by the Board of Governors of the California Community Colleges.
2. Support for institutional staff and instructional development efforts in individual colleges.
3. The creation of three institutes to promote coordination of the statewide efforts for staff and instructional development.
4. Necessary funding in the amount of $7,175,000 be provided from the general fund each year for five years to support these recommendations.

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*Staff includes all faculty, administration, paraprofessional and classified personnel.

## Rationale

The need for staff and instructional development has been recognized by most community colleges for many years. Activities such as budget allocations for reassigned time including sabbatical leave and various in-service training programs have been used in an effort to meet the needs for staff and instructional development. However, efforts in this direction have been overrun, by a host of new and pressing concerns which provide an urgency for immediate implementation of a systematic and comprehensive statewide program. These new concerns include:

1. A dramatic increase in nontraditional students, e.g., returning women, minorities, developmentally disabled, physically handicapped, and aged who have special needs and require new staff and program competencies.
2. An implementation program needs to be created since the policy for staff development has been established (e.g., recommendation from the Chancellor's staff suggests in-service as a condition for permanent credentials; the Rodda bill required an evaluation/development program; Affirmative Action legislation requires providing in-service education programs to upgrade minority and women staff members; AB 770--check specific source; recommendation from CCJCA Committee on Professional Preparation; SB 221.
3. A burgeoning part-time student population has contributed greatly to the increase in the numbers of part-time faculty with special developmental needs.
4. Low turn over of educational personnel results in a need for frequent updating in their knowledge and skills.

Drydon &
check
rewrite

5. New subjects (relating to the environment, new technologies, leisure activity, and new careers) require wider subject offerings which often must be provided by present staff.
6. The utilization of new learning systems and resources (CAI, CIS, learning centers, individualized techniques, etc.) by existing personnel needs to be developed to maximize educational opportunites for all students.
7. Affirmative action requires the development and upgrading of educational personnel from minority groups.
8. Personnel must be trained to understand the needs of the new student recruited through affirmative action programs.

## Objectives

The general goal is to institute a program of staff and instructional development on each campus to meet the concerns stated in the program rationale. The following four areas are to be emphasized:

1. Development of technical competencies in instruction as a discipline and in other skill areas.
2. Development of communication skills and an understanding of one's self, students, peers, and environment.
3. Development of an understanding of the community college, its unique place in education, and the many roles any staff member may be expected to assume in and for the institution.
4. Development of subject/skills expertise in scope, in depth, and in areas new to staff member and/or new to institution.

## GUIDELINES

I. Major funding areas
  A. Personnel
    1. staff/ instructional developer
    2. instructional developer
    3. clerical staff
  B. Operational
    1. Reassigned time
      a. to develop in-service courses, e.g., communications, community colleges, nontraditional students, course strategies, etc.
      b. internship activity which develops both the individual's and the school's programs
      c. innovation funds to support new, untried approaches
      d. evaluation and indepth work with staff
      e. develop instructional materials
      f. other
    2. Consultant services
    3. Summer workshops and study programs
    4. Travel for specific purposes
    5. Other
  C. Regional Institutes
    1. Institutes
      a. clearinghouse function (dissemination)/workshops and conferences/ travel/consultant function
      b. 1/2 clerk
      c. printing and duplication of media

   d. special funds to develop media packages for use by all schools (one media package per institute per year = 3 x 5 years = 15 packages)

   e. program guideline implementation

II. Strategies

In order to meet the college's mission of maximizing student learning through the development of the institution's staff, any number of strategies may be utilized. Paramount among these strategies are such general activities as in-service training, development of an awareness of new ideas and programs through travel and conferences, reassinged time for internships, program development, instructional development, innovation, and evaluation for professional improvement.

Specific examples of these activities include, but are not limited to: mini-and independent study courses, workshops, on-and off-campus conferences, consultation services, personal development program, research and innovation grants, various froms of reassinged time, travel to see selected people, places and programs, etc.

III. Application format - All schools must apply to the Chancelor's Office for funds. The school's plan must meet a number of general criteria and conditions.

   A. Specific, measurable objectives of the program.

   B. Personnel of the kind and sort needed to manage and implement a program to meet stated objectives.

   C. A plan which includes all staff, day and evening, full- and part-time, certificated and classified, administrative, etc.

   D. A plan for evaluation of and reporting activity.

E. Contain individual subprogram descriptions.

F. A detailed line item budget tied to the objectives.

An advisory committee of California community college staff developers shall be appointed to the Chancellor's Office to review, recommend, and advise staff and instructional development proposals.

IV. Finance - Funding shall be based upon one or a combination of the following:

A. percentage of operating budgets

B. per f.t.e. (i.e., $600), faculty

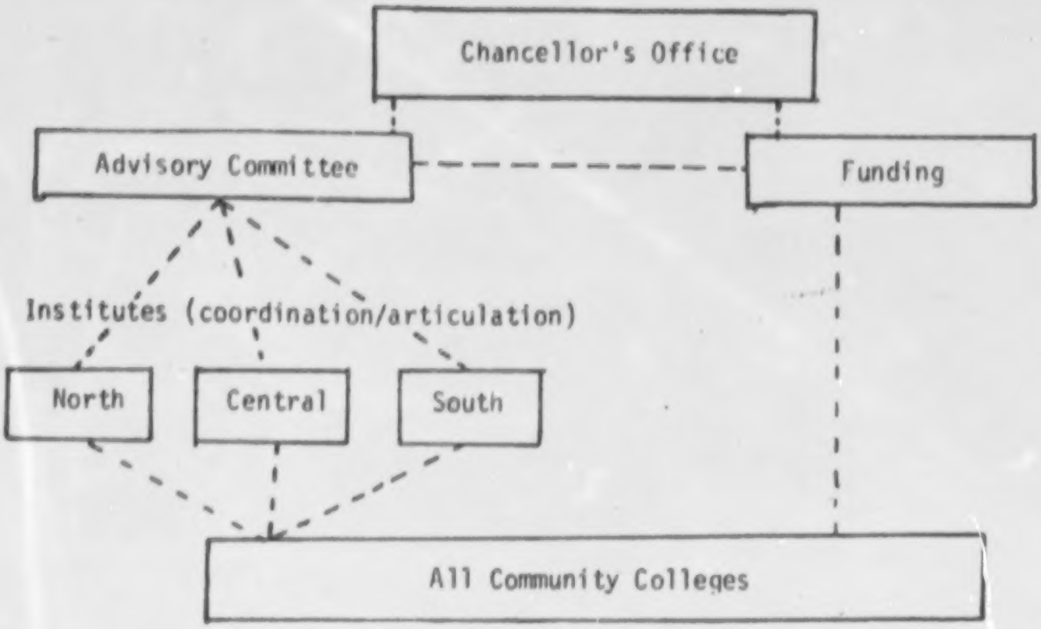
C. per f.t.s., staff

D. other

All funds shall be administered by the Chancellor's Office.

| | | |
|---|---|---|
| State General Fund Subventions . . . . . . . . . . . . . . . . . . . . . 1975-76 | | $7,175,000 |
| 100 Full-time staff development officers @ $20,000 | 2,000,000 | |
| Administrative support services | 1,000,000 | 3,000,000 |
| 20,000 x $200 per f.t.e. faculty | | 4,000,000 |
| Institutes (3 @ $50,000) | | 150,000 |
| Advisory Committee expenses | | 25,000 |
| | | $7,175,000 |

V. Evaluation - Will be based on objectives specified in the application and administered by the institution itself. Objective information will be gathered throughout the operation of the program so that it may be later evaluated by an appropriate agency.


Chancellor's Office
Advisory Committee
Funding
Institutes (coordination/articulation)
North
Central
South
All Community Colleges

## STAFF DEVELOPMENT:
## INSTRUCTIONAL DEVELOPMENT

Gary T. Peterson
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The Learning Center
De Anza College
Cupertino, California 95014

For those of us long associated with instructional media, the introduction of systems research and instructional development into the field has been a powerful incentive for the development of a number of concomitant services, and those services which attempt to directly strengthen our schools' staffs are perhaps the most important of these newer services. The purpose of this article is to consider staff and instructional development as they relate to each other and to suggest concerns which need to be considered as these programs are developed by a comprehensive, unified effort.

Staff Development is the effort by which a school commits itself to providing the structures, experiences, and incentives for its staff (including teaching, administrative, clerical, paraprofessional, custodial, etc.) to develop. Such a commitment should enable the staff to better meet the needs of its students.

In a recent (Spring, 1974) article in De Anza College's Learning Center publication Noticias, President A. Robert DeHart set forth several guiding principles for his college's staff development program:

1. Improved personal development leads to improved program development;
2. The college itself must assume primary responsibility;
3. If the climate for staff learning is open, flexible, challenging and rewarding, it follows that the learning climate for students will be similar;
4. A program tailored for each individual along with group activities, reinforced by college policies on salary, evaluation and leaves,

should form the core;

5. Staff development includes all staff and plans for special needs of newcomers, minorities, part-time members and the like;
6. In addition to subject specialization, the discipline of instruction is equally important;
7. The program must be a continuing and long-range one in order to achieve college goals;
8. Some one person must have major responsibilities for coordinating the program;
9. Funding should have high priority and use of funds be routinely reviewed for best utilization. A reasonable goal seems to be 2% of the operating budget. State matching funds should be sought.

Essentially then, staff development is the organized effort for staff improvement which utilizes such strategies as reassigned (release) time, inservice education, travel, meetings such as conferences and retreats, internships, innovation funds, and instructional development consultation and service.

Instructional Development needs less examination by the readers of these pages. Very simply ID is the critical service for the improvement of classroom instruction and to the creation of educational alternatives. More formally, it is a systematic approach to instructional strategy selection, development, utilization, and evaluation. When both instructional and staff (especially faculty) development exist together, the major part of faculty development should be directed toward instructional development.

The overlap of these and other developmental programs can be represented by overlapping circles which indicate that while staff development affects the whole individual

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Insert Fig. I about here
------------------------

and all personnel within the school, instructional development is totally within this larger effort and should constitute its single largest thrust, and obviously staff development leads to program development.

Furthermore, this natural overlap of programs can be extracted from typical job descriptions by which ID and SD personnel develop their own services:

Instructional Development Specialist

. . . . .

3. acts in the instructional development process to aid the individual faculty member in solving educational problems, developing mini and independent study courses, creating new courses, or redeveloping old ones through the instructional development process;
4. acts as a consultant to individual faculty members on individualizing and/or programing learning experiences, hardware and software resources, and media systems such as television, audio retrieval, etc.;
5. acts as the major specialist in developing instructional technique inservice opportunities for faculty and in coordinating those activities within a total staff development program;

. . . . .

Staff Development Specialist

1. Organizes and develops a variety of activities for the total staff in such areas as inservice education, travel, conferences, etc.
2. With the instructional development specialist

develops inservice experiences in techniques of instruction, utilization of media, testing, instructional development as a process, learning theory, etc.

3. With . . . institutes a program which encourages staff members to establish individualized, personal development plans.
4. With . . . originates a program which makes personal counseling, communication skills and ethnic/cultural awareness inservice education, and personnel service consultation available to all staff.
5. With . . . locates, reviews, and disseminates appropriate research findings, methodologies, and educational innovations which may be important to the staff.
6. Develops a comprehensive reassigned time plan for the total college which accounts for already available resources such as sabbaticals, research and innovation funds, administrative funds, etc. and which adds resources as needed.
7. Develops a recognition system for staff for a variety of performances.
8. Develops and directs an internship program for the staff.

. . . . .

It is thus evident that the two specialists when dealing with the instructional faculty have large, overlapping responsibilities and that such an overlapping suggests a total coordination of efforts.

The 1970's and 80's will be a time of stress and opportunity in education. It is this stress and the promise of the new challenges which lay ahead that create an opportunity to develop an integrated Staff and Instructional Development program in any school. Consider, for instance, the challenges to colleges of institutional non-growth (but with more students taking on the average fewer courses) with little turn over in staff yet a dramatic increase in non-traditional students (returning women, minorities, developmentally disabled, physically handicapped, aged, etc.) who have special needs requiring new staff and program competencies. Consider the great increase in part-time teachers who though subject matter specialists have never had to consider the intricacies and the techniques necessary to deliver information to many students and to provide educational environments that are interesting, relevant, and require student involvement. Consider the new subjects for which no one on the staff is prepared, or the new technologies which must be adopted into the curriculums, or the new learning systems which could provide so much to individualize and maximize educational opportunities. The staff must be trained to meet these new challenges, to understand the need for change, to have a way to change, and to understand both traditional and non-traditional students. It is the challenges of attracting new students and holding and being responsive to all students that our staffs must meet.

Implementing a staff and instructional development program will probably revolve around several important concerns. First, is there the recognition of need for these developmental activities? Instructional development carries few if any negative connotations, but since we are all staff and feel we really don't need developing (children and instruction need it, not us), and since development has always been considered something that occurs before one enters the profession and only occasionally during it (as part of a salary scheduling process), need recognition must be developed and the program must be looked upon as a positive, growth promoting and natural function of the profession.

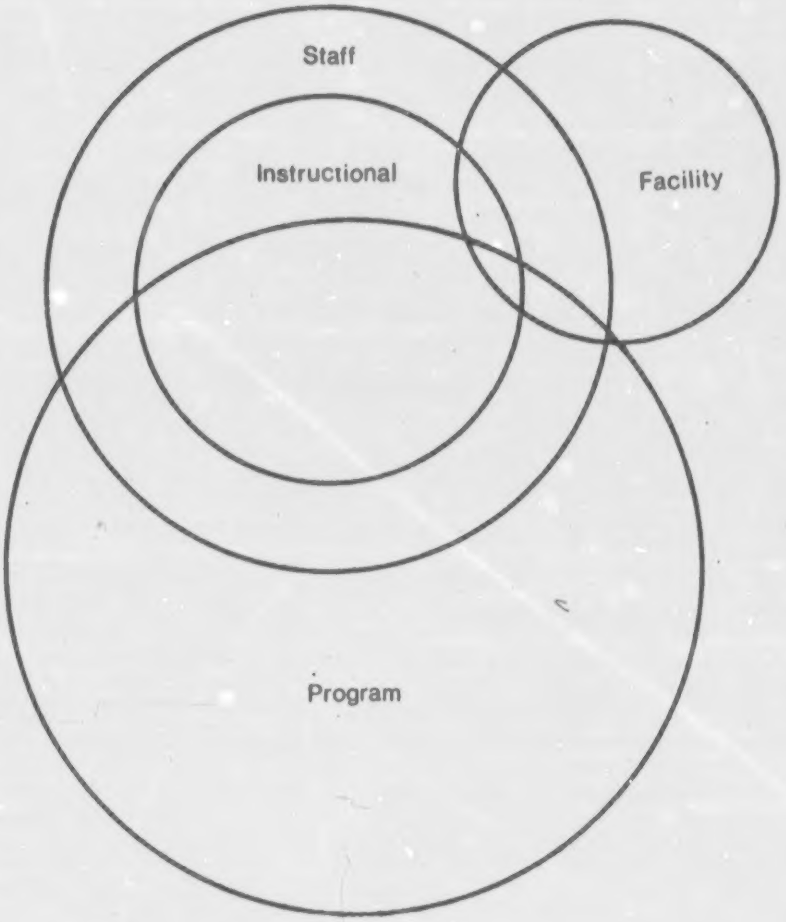
Second, the financial support for such a program must be based on a continuing, operating budget which is as natural and important as books, salaries, and chalk. A coordinated program will be more efficient in personnel and various operational costs, but the costs will be significant and should be recognized. Personnel should be of sufficient stature and number to carry the program through effectively. And these personnel should look toward ways to help the program pay for at least part of its own cost. Often the progressive program can export its services to other schools and industry. Inservice education can be shared with other educational personnel and personnel in industrial training. Shouldn't a course developed to help teachers identify students with learning disabilities be shared at other educational levels and in training programs? Courses to update such skills as typing and shorthand can easily be shared. Instructional development courses can be taught and developmental services can be offered in the private sector when no such services are readily available.

Finally, to guide the effort, is someone available to develop and implement a program model based on a needs assessment? Or can the program be developed organically with natural leadership which itself must be developed and to which the school has provided the necessary reassigned time for the effort?

- - - - - - - - - - -

The school which can increase its educational efficiency through instructional development and a concerted program for its own staff will survive well in the coming years. The challenge lays before us as the media profession reaches toward its ultimate goal: providing total resources -- human and mediated -- for the learning process.

Figure I



ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

# COMMUNITY COLLEGE FACULTY DEVELOPMENT

A Brief

prepared for the

Third Annual Symposium

De Anza College Learning Center

June 23 - 26, 1975

Olympic Valley, California

University of California
Los Angeles

# INTRODUCTION

Every developing profession exhibits a similar tendency: as the profession gains public attention and stature, demands for increased training of its members are heard. Dissatisfaction with pre-existing training patterns is expressed and proposals for new sequences are made. As a growing specialization within a larger profession, community/junior college teaching reveals this proclivity with the current concern for better preparation sequences.

This bibliography was generated by a search of the ERIC documents and by perusing certain books and journals. Although the search upon which this bibliography is based covered the complete ERIC file (1966 to present), the Brief is not meant to be exhaustive but rather to present the pertinent items on various aspects of the topic.

The ERIC documents (ED numbers) listed are available on Microfiche (MF) or in paper copy (PC) from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210. The MF price for documents less than 479 pages is $0.75. PC prices are: 1-25 pages, $1.50; 26-50, $1.85; 51-75, $3.15; 76-100, $4.20. For over 100 pages, add $1.20 for each 25 page increment (or fraction thereof). Postage must be added to all orders.

# IN-SERVICE TRAINING AND PROGRAMS

In recent years, the number of articles and papers on in-service training for community college faculty has increased rapidly. College leaders have come to realize that whether or not a faculty has received pre-service education, some form of orientation to a campus and continued professional refreshment and improvement is necessary.

In-service programs have resulted both from faculty request and from the realization by college leaders that in-service education might contribute to improvement of instruction. The American Association of Junior Colleges has also placed a great deal of emphasis on in-service in its programs and conferences. In an AAJC sponsored study, Garrison (1967) reported on faculty attitudes based on informal interviews with over 650 junior college instructors. He found that faculty were keenly aware of their need for professional up-grading and refreshment.

As part of its Faculty Development Program, AAJC surveyed administrators of community colleges across the country to discover what in-service and other job-related programs existed to help working teachers (American Association of Junior Colleges, 1969). The major observation of the report was that in-service programs were not common in two-year colleges, and administrators disagreed on what forms in-service education should take. A companion publication to the survey is a directory of in-service programs in AAJC member institutions (Gladstone, 1969). Because of the apparent increasing concern about in-service education it would be interesting to see if present surveys would show an increase in the number of programs established since 1969.

In-service education includes a wide variety of programs and activities, both on and off-campus for teachers. Some in-service efforts are designed for new instructors only; others are for returning faculty and occur throughout the school year; and a few programs are designed for all teachers during sabbaticals and summers. Orientation programs are probably the most commonly used form of in-service education conducted by colleges. Kelly and Connolly (1970) looked at orientation programs at colleges in California, Michigan and New York and developed a model for future programs which includes a discussion of goals, planning, duration, actual conduct, and evaluation. Another useful document for planning and designing orientation programs is by Jensen (1969).

Collins (1971) proposes his own model for introducing new faculty to a college. Centered around an internship, the author suggests that first year teachers spend an intensive month in pre-service training under the direction of a professional development officer. A light teaching load the first semester then allows them time for extensive in-service training with a master teacher, gradually increasing teaching responsibilities thereafter.

Collins is not the only one to see the need for a professional instructional development person to assist faculty in-service education. Some colleges have lured such a specialist as a full-time member of the staff while others have brought them in as consultants for special programs. Tiemann (1971) reports on a six-week institute at the University of Texas at Austin, designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers. Participants rated the institute as very useful.

While in-service education is usually sponsored by one college for its own instructors, the programs may be assisted by other educational agencies and institutions. One example of cooperation by a four-year college in a community college faculty development program is Freed-Hardeman College working with George Peabody College (Rogers, 1971). The program consisted of summer and extended study leaves, faculty travel to professional meetings, interinstitutional visits by faculty members of the two institutions and consultation by visiting scholars and specialists. In Florida, the State Department of Education makes funds available for staff and program development at the public community colleges. Some of the activities undertaken with this encouragement are described in a document, Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71 (Florida State Department of Education, 1972). AAJC also has assisted colleges developing faculty in-service training programs with conferences and consultants as part of their 1969-70 program with Developing Institutions (American Association of Junior Colleges, 1970). Another example of state aid for faculty in-service education is provided by the New York State Education Office, Bureau of In-Service Education, which sponsored summer institutes and follow-up programs for faculty working with minority group students (City University of New York, 1972).

Improvement of instruction resulting from faculty development can, of course, occur from many efforts of administrators and faculty on campuses. Cohen and Brawer (1972) maintain that a program of faculty evaluation can play an important role in the professional growth of instructors. Miami-Dade Junior College-North has set up an Office of Staff and Organization Development which is responsible for coordinating the professional growth of the entire staff. Describing some of the assumptions of the staff of the office, Zion and Sutton (1973) stress that staff development programs must be well planned, coordinated and integrated efforts with evaluation criteria built in to the plan.

One recommendation which has come out of the most successful programs is that teachers must be included in the planning of in-service efforts. Zion and Sutton (1973) noted that programs of faculty development designed by administrators for faculty run the risk of being resisted and ignored. One faculty request has been for programs which help instructors discuss some of their basic attitudes about teaching as well as programs which show them how to use new techniques of instruction. In response to this expressed need, Ohlone Community College (California) offered a unique kind of in-service education program. Based on a concept of peer teaching, teacher situations were videotaped and replayed for group critique. Group discussion dealt with relationships with students, communication, instructional strategies, content, and the self-concept of the instructor. The project was judged successful by the participants, who became more aware of their own teaching and more self-critical of classroom work (Case and McCallum, 1971).

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> Reports the results of an AAJC survey to assess the adequacy and availability of professional development activities for community college faculty. Includes the recommendation that graduate institutions cooperate with the two-year institutions in developing the needed programs; guidelines for such programs are given.

CONNORS STATE COLLEGE. *Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region*. Warner, Okla.: 1972, 14p. (ED 069 616)

> Describes a program at 10 junior colleges in Oklahoma and Nebraska for training instructors emphasizing program objectives and educational needs. Details concerning participants, staff, activities, products, implementation and evaluation are included.

EVANS, A.H., JR. The "Dead" Faculty Member: Prevention and Cure. Unpublished paper, 1969, 14p. (ED 037 214)

"Dead" faculty members are ones who find little fulfillment in their work. The author offers some solutions for this lack of satisfaction, such as more dynamic educational leadership and programs of continuous learning.

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Describes a four day workshop to help vocational educators write performance objectives for their courses. These objectives included statements of desired outcomes, performance criteria and conditions required for performing the task.

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IOWA LAKES COMMUNITY COLLEGE. In-Service Training for Administrators, Faculty, and Students of a Developing Community College. Director's Evaluation Report. Estherville, Iowa, 1971, 51p. (ED 070 761)

Details of a training program for administrators, faculty members and students at colleges in Iowa. The program, which included a tour of four community colleges, emphasized new developments in teaching methods and a seminar on technical media.

KILPATRICK, G. In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino, Calif.: El Camino College, 1967, 21p. (ED 020 721)

Describes the purposes of and common barriers to, effective in-service education; recommendations are also included.

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A description of an institute for teachers and administrators from junior colleges and the lower division of senior colleges. Topics covered include theories of learning, graphics and media production, and instructional systems facilities design.

WILLIAM RAINEY HARPER COLLEGE. Faculty Orientation for a New Community College. Palatine, Ill., 1967, 105p. (ED 020 717)

A description of the 3 week orientation program for faculty held before the opening of classes in the first semester of operation. Includes information on the college history, policy manual, community services, governance, course planning and instructional equipment.

## RECENT MATERIAL CITED IN ERIC RELATED TO IN-SERVICE TEACHER EDUCATION

Blake, L. J. "A Catalyst for Staff Development." In Community and Junior College Journal 43; 2; 12-13. October 1972.

The National Advisory Council's report (People for the People's College) will hopefully stimulate organizations, groups and individuals to formulate, design and implement staff development plans.

Cohen, A. M. "Toward a Professional Faculty." In New Directions for Community Colleges 1; 1; 101-117. Spring 1973.

Discusses the current status of community college teaching and suggestions for its further professionalization, not along traditional department lines but around the discipline of instruction.

Los Angeles Community College District, Califo., Division of Educational Planning and Development. Instructional Development Grant Program. September 1973, 13p. (ED 085 048)

The Instructional Development Grant Program of the Los Angeles Community College District encourages developmental work by faculty members towards innovative approaches that are designed to have a positive impact on the learning process. The goals of the program are to: (1) Provide incentives for faculty contributions beyond the normal assignment for the design and implementation of instructional experimentation and innovation; (2) Extend faculty capability to meet student needs and interests; (3) Enhance the teaching-learning situation in the classroom; and (4) Encourage development and utilization of new learning systems and media. This report provides information relative to the grant program. Including: Eligibility requirements; duration of projects; criteria for evaluation; preliminary prospectus; complete proposal; budget; procedures; deadline for application; announcement of awards; reports and accounting; regulations regarding publications; change of plans; and property rights and pulications, teaching aids, materials and equipment written or developed by faculty and staff members. In addition, an appendix provides instructions for writing a preliminary prospectus for the Grant Program.

"Some Perspectives on Staff Development." In Community and Junior College Journal 43; 2; 14-19. October 1972.

Seven educators from around the country discuss the report of the President's National Advisory Council on Education Professions Development and make observations on the status and future needs of staff development in community junior colleges.

Yarrington, R. E. New Staff for New Students: Educational Opportunity for All. Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1974, 158p. (ED 089 803)

The major portion of this book consists of the background study papers for the 1973 meeting of the AACJC. These chapters are: (1) "A Futuristic Look at Training" by William A. McClelland and David S. Bushnell; (2) "Staff Development; A Priority on Persons" by Terry O'Banion; (3) "Governmental Actions Affecting Staff Development" by Louis W. Bender; (4) "College Environment as a Determinant in Staff Development" by Charles C. Collins; (5) "Differentiated Staffing Patterns and Potentials" by Ervin L. Harlacher and Eleanor Roberts; (6) "Work Experience as a Means of Preparation and Renewal" by Arden L. Pratt; (7) "Staff Development: A New Promise to the New Student?" by Connie Sutton; (8) "Staffing to Meet the Needs of Spanish-Speaking Students" by Alfredo G. de los Santos, Jr.; (9) "Native American Staff: A Prerequisite to Successful Indian Education" by P. E. Azure; (10) "Developing Special Teaching Degrees" by Arthur M. Eastman; and (11) "A Role for the Discipline Organizations" by Michael F. Shugrue. The 1973 Assembly Report comprises the final chapter. Names of Steering Committee members and assembly participants are appended.

ERIC COMMUNITY COLLEGES COLUMN IN CHANGE MAGAZINE, Vol. 5, No. 9

# COMMUNITY COLLEGES

## Helping Teachers Teach Better

*by Leslie Purdy*

Helping teachers improve their skills is becoming an increasingly complex task. Until recently, improvement of instruction in two-year colleges depended for the most part on better preparation of the instructors during their college education. If teacher training was relevant to community college goals and characteristics, if teachers understood the students, and if they were exposed to technological advances in instruction, the expectation was that they would teach better. As the growth of new two-year colleges began to decline in the early seventies, it was necessary to find a new way to improve instruction. In a study on two-year college staff, *People for the People's College*, Terry O'Banion suggested in-service training to meet this need. The basic reason for this change of emphasis from pre- to in-service is simple: as the enrollments in two-year colleges decline, fewer new teachers will be hired. Attention must be paid to improving the teaching practices of faculty already on the job, most of whom have not gone through a pre-service program relevant to junior college teaching.

O'Banion challenged colleges to work with faculty on campus rather than wait for miracles in new pre-service programs on university campuses. On-campus efforts are typically composed of faculty orientation sessions, mini-courses on how to use new instructional techniques, occasional encounter groups, and various salary and promotional rewards for teachers who take education courses and travel.

One of the serious flaws in in-service training is its one-sidedness—administrators are telling faculty members that "you have to change your techniques." In-service is too often based on a "we-they" approach: "we," the administrators (often with the help of outside consultants), are telling "you," the faculty, what "you" should do to improve instruction. Rarely have faculty been given an opportunity to define their problems and find solutions.

Past efforts at solving the problem of instructional improvement have separated instruction from the instructor. Little regard was given to the personal and professional development of the person involved. A philosophical basis for a different approach to improving college teaching was presented by Arthur Cohen and Florence Brawer in *Confronting Identity: The Community College Instructor*. In this book, they develop a model of a professionally mature instructor—a person who critically views his or her own teaching, seeks feedback, and then corrects and adjusts practices. Maturity is demonstrated by creativity, flexibility, tolerance for diversity and new ideas, and autonomy in personal dimensions as well as on the job. Most importantly, community college instructors are seen as individuals with differing needs, potentials, ideas, motivations.

Cohen and Brawer are not suggesting that all two-year college faculty are or can easily become personally and professionally mature teachers. Rather, they challenge educational leaders and teachers to consider this a goal for pre- and in-service training programs. With such a goal, teachers would not be treated as employees who must be prodded and pushed into making critical appraisals of their teaching. Nor would responsibility for instruction and curriculum be taken out of their hands by over-anxious administrators. Adopting the Cohen-Brawer goal radically changes two conditions in community colleges: it puts responsibility for improvement of instruction onto the shoulders of teachers themselves, and it challenges administrators to consider ways of encouraging faculty personal and professional growth.

What are the components of a faculty development program which aims to support and encourage growth of professional faculty? I completed an in-depth study of the faculty members at a community college that revealed some characteristics of faculty as individuals and as group members that may provide clues to effective faculty development programs. This college by self-definition and reputation is an innovative institution. It is experimenting with a variety of instructional methods and media such as audio-tutorial, computer-assisted instruction, and televised courses. My study, undertaken over an eight-month period, paid particular attention to two conditions found there—the relationships between faculty members, and the faculty need for autonomy as these factors related to use of "innovative" or experimental instructional techniques. While the college may be somewhat atypical of two-year colleges in this country, it has often been cited as a model for other colleges to study, and thus the characteristics of its faculty may be especially important. Here are some of the findings relevant to improvement of instruction. First, a high degree of teacher colleagueship was found to exist on the campus. Personal friendships among the faculty provided both support and ideas for experimentation in teaching approaches. Faculty would often ignore information on innovative practices presented at an orientation session or workshop unless a colleague had tried the new machine or technique and gave a personal recommendation.

Thus, the college that would generate change would do well to provide opportunities for frequent interaction among teachers who are willing to experiment with new ideas and techniques. These instructors will both challenge and support each other as well as be models or stimuli for others. In fact, I found that faculty members experienced with new instructional methods required more moral support from peers and adminis-

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trators than teachers who were nonexperimenting. Lounges for informal and chance meetings, conferences for all teachers interested in experimenting with a particular new technique such as team teaching, and demonstrations by teachers (not media experts) of new media developments are fairly simple but effective ways of spreading enthusiasm and ideas among faculty members.

Second, the old adage "You can lead a horse to water but you can't make him drink" held true for these teachers. Support staff and resources for faculty to draw upon for experimentation are vital to improvement of teaching but only *after* the faculty themselves have decided to take advantage of them. By themselves, the most enthusiastic media people and sophisticated equipment will not persuade teachers to change methods. In fact, all these may overwhelm and discourage the teacher who has never used such equipment before.

Nonetheless, having some inexpensive equipment around, such as the less expensive models of slide-tape machines or movie cameras, may encourage a faculty member to experiment and gain some confidence with new media before using more sophisticated devices. I found that most faculty using these new media in their teaching began with very simple and makeshift materials.

Third, faculty teaching practices express basic premises about how the teacher views teaching and his or her role in it. Often unaware of his or her own assumptions, a teacher may disregard an instructional method which is available and give vague, often superficial, reasons for the decision. When analyzed, the reasons reveal that in some way the new method would violate one of the basic premises on which the instructor bases his teaching style.

For example, some teachers at the college I studied required one-to-one interaction with students in order to feel they were doing their job. Besides the ego satisfaction which came from the student's attention, the teacher was gaining immediate feedback about the impact of his teaching methods and could change them quickly when necessary. Instructors feeling a need for this "hands-on" involvement hesitated to send students to a media center to use a computer-programmed lesson. They would use such arguments as "the machines are impersonal," but in discussing their ideas in more depth, I found that they felt they were cheating the students if they did not have personal interaction with them. An instructor will not use a technique for long which in some way frustrates him and violates some premise or belief about the nature of teaching.

These basic views on teaching are often shared by faculty members but are not necessarily related to a particular teaching style. For instance, the feeling of needing to control the learning environment was held by faculty who used very different teaching styles. Some teachers felt they had control only if they had a classroom with four walls, 30 students, chalk, and a blackboard. To them, new technological teaching devices would introduce an uncontrollable variable into the situation; machinery might break down making the teacher feel vulnerable to chaos or at least humiliated in front of students.

However, other teachers who made extensive use of new media such as computers, overhead projectors, and slide-tape machines used them because they *extended* their control. They had learned that the devices expanded the number of ways of manipulating the learning environment. For the first group of teachers, personal control of a learning situation guaranteed order and thus the self-respect necessary to function as a teacher. For the teachers using media, the machinery also aided personal security because a barrier was placed between the student and teacher that protected the teacher from too close scrutiny by students. However, the basic need for controlling the situation held for both sets of teachers.

Understanding these elements of the teaching process is crucial to setting up programs for faculty development. Since many of these ideas about teaching are held by teachers at an unconscious level, finding ways faculty can become aware of them is a very important step for those who wish to begin experimenting with new teaching approaches. Faculty who have experimented with a new method of teaching often must come to grips with their gut reactions to new situations which put them into new and often disturbing relationships with students or other faculty members. One teacher who enthusiastically joined with other teachers for an audio-tutorial course withdrew saying, "When I didn't feel solely responsible for that class, I lost motivation to put my best effort into grading papers or revising course materials. I felt like a baby-sitter over the discussion sections." The insecurity produced by the new teaching methods forced her to reject them. Encounter groups or a series of discussions by faculty experimenting with a new teaching practice may help expose some of these feelings and also give teachers a chance to support each other as they begin to look at teaching and themselves in greater depth.

Finally, there appears to be a relationship between the faculty's perception that administrators have respect for their autonomy and their openness to changing teaching practices. The faculty members at the college I studied who felt the administrators manipulated the instructors to achieve predetermined administrative goals expressed little sense of responsibility to the college. Any desire to experiment with instructional practices seemed fruitless. Their cynical attitude reflected their feeling of being pawns in administrators' hands and they concentrated their energies on opposing administrative policies and generating discontent with other instructors. On the other hand, teachers who perceived that the administration respected faculty autonomy felt the freedom and responsibility within the institution to concentrate on improving instruction. That both perceptions of administrators could exist at the same college was partly a result of the ambiguous messages sent by the college administration regarding faculty autonomy in areas of instruction and curriculum. Faculty whose ideas for change were not in the direction of innovations favored by the administration did not receive much support.

Thus, an autocratic governance arrangement may negate the efforts of various in-service training programs and reward systems designed to stimulate teachers to change their methods.

Seeing improvement of instruction in light of the above findings suggests that a new approach should be taken, an approach broader than in-service programs which attempt to move the faculty as a group to change their teaching practices. The approach taken at Miami-Dade North Campus and described by Carol Zion and Connie Sutton in the first issue of *New Directions for Community Colleges* reveals some of the elements of a more comprehensive effort.

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First, they note that while instruction is the primary responsibility of the faculty, clearly other factors and people impinge on the instructional process. Thus, a college that makes instruction a central concern has to be prepared to make changes throughout the campus. Faculty development may be part of it but "administrator development" may be equally necessary. Rather than having administrators concentrate on developing "others," Miami-Dade has begun to look at "staff development," a process which recognizes how the personal growth of every employee relates to college goals and policies.

A second implication is that improving instruction is not an isolated and discrete remedial process, but, as Zion and Sutton note, "an interactive process whereby individuals explore beneficial relationships with the organization." Third, improvement of instruction cannot be accomplished by a random allocation of the financial and human resources of the college; it must reflect a process of determining goals, planning, and evaluation.

A fourth implication is that improvement of instruction is not a package of programs devised by nonfaculty but has to be a result primarily of a concern of the faculty members themselves. Finally, improvement of instruction will be accomplished by individuals who are concerned about the problems of teaching. Thus, any faculty development efforts must work with individual differences and seek to encourage the growth of the creative potential of each person.

These, then, are the implications for practicing a new approach to the improvement of instruction through concern for the growth of professionally mature teachers. In addition, there are many implications for further research. We are just beginning to see that the whole college environment can influence the outlook of the people who work in the institution. For example, previously researchers have been concerned with how purely formal aspects of the institution such as salary, class size, and time off for vacations and sabbaticals have affected faculty performance and morale. A new look at other aspects of the formal organization must also be made, especially at the governance structure. "Participatory democracy" is being espoused by community college educators as the ideal college organization to encourage creativity and satisfaction among employees, but most colleges are quite far from enacting this ideal. Clearer definition of the participatory democracy model, new models, and experiments in governing and administrative arrangements must be devised if faculty are to be held responsible for instructional and curricular developments.

Researchers must also look at other aspects outside the college's formal organization. For example, while faculty morale is affected by salary and workload policies, it can also reflect such informal factors as the availability of a faculty lounge.

The ERIC Clearinghouse for Junior Colleges is beginning to look at the whole area of faculty job satisfaction in community colleges. The first step, a review of the research done by sociologists, psychologists, and educators on job satisfaction has been taken and is currently available (see box). A real concern for improvement of instruction at two-year colleges will lead beyond preservice or occasional in-service programs and force educators to look at the whole environment of the college. ■

The following publications are now available without charge from the ERIC Clearinghouse for Junior Colleges:

"Junior College Faculty Job Satisfaction" by JoAnne Frankel. This paper reviews research by sociologists and psychologists on work environment and relates the findings to community college faculty.

"Community Services Brief." This review of the literature is based on current materials in the ERIC Junior College collection.

For copies of the above and reprints of this column, write to:

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ERIC COMMUNITY COLLEGES COLUMN IN CHANGE MAGAZINE, Vol. 5, No. 8     October 1973

# COMMUNITY COLLEGES Selecting and Training New Teachers

*by Florence B. Brawer*

Preparing instructors to teach in community colleges has recently become a concern within the colleges and their supporting agencies. Are existing university-based faculty preparation programs adequate? If not, what changes should be made? Can the community colleges properly train their own staffs? These questions are being debated in many contexts. In fact, the theme of the 1973 Annual Assembly of the American Association of Community and Junior Colleges centered on staff development. State agencies also wrestle with the issue every time they modify credential requirements.

In the past, community college instructors were prepared through one of three channels. The teacher who moved up the ladder from the secondary school to the two-year college had typically earned his degree early in the course of his educational preparation. In some states, his experience was sufficient to ensure his credentialing as a junior college instructor. Other teachers received master's degrees in the usual academic programs in liberal arts colleges or universities. And still others, those in so-called vocational-technical programs, had worked in their occupational field and thus were ostensibly equipped to pass on their knowledge.

Today, some preparation sequences for the would-be classroom teacher do differ from those of the past. A growing number of universities (at least 200) have special courses in higher education or community college education. Some offer core courses covering all forms of postsecondary education and encourage their students to specialize in a particular area, such as junior college, curriculum, or adult education. The person who is preparing to teach technical courses still comes from the ranks—having earned his position by virtue of his experience on the job. The tendency is to encourage this instructor to earn a bachelor's degree and, with a few specialized courses in educational techniques or the political history of the United States, he is presumed ready to train others in the things he knows and does best.

Essentially though, people who plan junior college teaching careers spend most of their time majoring in some academic field and take only a minimum of education courses. Very few colleges or universities offer anything like a course in the discipline of instruction. The idea that such a discipline exists and should be better defined for prospective teachers has been advanced by some educational leaders, but few preparation programs reflect the premise. And although many of those now involved in education are talking about objectives, accountability, and the open-door concept—issues that were seldom dealt with in previous times—the organizing discipline is still inchoate.

Among those universities that do have programs in community college teacher preparation, it is difficult to find a central core of planned experiences. Most offer a course in history of the junior/community college and attempt to familiarize the prospective instructor with the types of students he will eventually encounter if he is lucky enough to attain a teaching position in a time of falling enrollments and funding cutbacks. However, much variation exists in the amount of time spent studying the community college, in the availability of practice-teaching experiences, and in the amount of attention paid to the growing body of literature that deals with postsecondary education.

Further variations exist. About 100 institutions have offered internships in junior/community college teaching, programs that usually include a practice-teaching position in some two-year college and current enrollment in a course conducted at a nearby university. In some situations the internship provides a paid position for the teacher-in-training. One proposal called for a community college education center to be established at a state teachers college which would work with regional two-year colleges for preservice, in-service, and internship programs for their instructors. However, this type of program, meaningful for many people making the transition from student to teacher, is one that has suffered noticeably from the cutbacks prevalent today. For example, nothing more has been heard of the Office of Education's idea of developing masters colleges, a plan calling for regional institutions which would integrate the last two years of college with professional preparation for junior college teachers, including graduated internships. With teaching positions at a premium, many schools that formerly employed paid interns now prefer to hire credentialed instructors, often those who already have experienced community college teaching, and the impact of the internship on the person moving into the teaching role thus has been lost.

While preservice programs are constricted in size and reduced in impact, in-service programs at many community colleges assist both the new instructor and the older incumbent. These include orientation programs usually held during the summer or the early fall; in-house courses built on a special focus (for example, defining objectives); and retreats designed for any number of reasons—ranging from "let's get to know one another" to concentration on a special issue, such as trying to effect a particular administrative change. Some schools (for example, Miami-Dade Community College) have designed teacher developmental programs that employ in-house professional consultants and may also call in outside consultants when deemed helpful. The Danforth Foundation has instituted a series of in-

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service programs in which faculty and administrator teams from various colleges get together to work on programs indigenous to their own campuses.

In addition to orientation programs and an occasional workshop or retreat, other systems have been developed to work with teachers on a helping basis. An unusual program for improving instruction at Golden West College in California uses evaluation as the crux of an individualized program to assist faculty members. At the beginning of the school year, the dean of instruction meets with those instructors who have elected an evaluation system called Assessment of Student Learning or ASL. About half of the college's total faculty are presently using the ASL method.

Instead of opting for class visitations as a form of evaluation (evaluation has been instituted by recent California state legislation as necessary for all faculties in two-year colleges), these faculty members have chosen to work with the dean on defining their objectives for the school year. This includes their actual classroom objectives for their students as well as statements regarding plans for community service, professional upgrading, and development of instructional media. At some time during the year, each faculty member again meets individually with the same administrator to assess the extent to which these objectives have been met. Evaluation in this case is less for the sake of retention or dismissal than for purposes of working directly with the instructor on a one-to-one basis so that he, in turn, can more effectively deal with his students.

Many positive results stem from this procedure. Not only do the dean and faculty members get to know each other in a working relationship but the faculty member is given direct guidance that he might not obtain in any other way. This school also makes independent study contracts available in which faculty members are granted professional improvement credit for salary advancement. Although there are a variety of inhouse programs throughout the country, the Golden West plan is an outstanding example of the way dedicated administrators can work with equally dedicated faculty. By providing many institutional supports for faculty to improve instruction, as defined by increased student learning, this college is discovering that hiring new faculty is not the only way to stimulate development of creative instructional methods.

In regard to contemporary credentialing and degree requirements, credentialing, rather than being under the control of community college instructors as a professional group, is usually left to either universities or state boards of education. In some states the individual who has received a master's degree in a subject-matter field and has fulfilled a few minor obligations can merely write to the state chancellor's office and in time receive his credential to teach in any one of the state's community colleges. Some states do not require credentials at all but leave the matter of faculty qualification to the employing college districts and to the universities that train their would-be teachers.

The master's degree still remains the most popular for community college teaching personnel. In the past few years especially, when certain positions have been at a premium, a number of people who had earned their doctorates and had planned to teach in universities or work in specialized industries have turned to junior college teaching. Even so, a recent study of community colleges by David Bushnell, reported in *Organizing for Change: New Priorities for Community Colleges*, found that the number of doctorates is small (5.5 percent) compared to the master's (75 percent) among community college instructors.

Quite recently, the Doctor of Arts in Teaching (DAT) has been introduced as an alternate degree. The University of Michigan, for example, has a program leading to the DAT in English and others are appearing throughout the country. Whether this specialized degree, stressing actual teaching expertise rather than research abilities, will eventually become popular for community college instructors remains to be seen. In the final analysis, what the degree represents in terms of effective teaching is more important than its actual nomenclature.

Unfortunately, in teacher preparation as in much of education, change crawls rather than leaps. Teacher training programs in universities will probably continue much as they are now. In fact, university programs might actually become less challenging because they may open their doors to a number of students who really are not suited to the teaching profession in order to fill empty seats. This sounds pessimistic, but standards should be maintained in a field that boasts about its practitioners and their commitment to teaching. Personality rather than intellectual factors seems to play the major role in determining who can be the most effective teacher, i.e., the person who is flexible rather than authoritarian or rigid, the one who is open to new ideas, who bases his professional life on concepts of maturity that he evidences in his everyday living. Selection for teaching should be based on the whole person, not just his ability to pass certain entrance requirements or construct a working syllabus. At the same time, if hordes of would-be teachers appear at the doors of universities with empty classrooms, there will inevitably be a temptation to admit all who would enter. In this case, selection would become even more difficult for college administrators than it is at present.

In the credentialing of potential instructors, we shall probably also see a repetition of what is and has been rather than what could be. State agencies, whether knowledgeable or not about the subtleties of the community college, will probably continue to award credentials in those states where they are required. If, on the other hand, junior college faculties were really cohesive professional groups, they could police their entrants and their preservice programs—much as the medical profession does.

The question about degrees has already been asked—and left unanswered. In areas with well-developed community college and university systems—California, Florida, Illinois, Texas, for example—the PhD and EdD may become more popular, especially if salary schedules continue using degrees as incentives. Where there are fewer universities and community colleges, however, the master's degree will probably continue as most typical. The Doctor of Arts in Teaching has accrued some popularity but will almost assuredly not spread rapidly, partly because it is difficult to start new training programs during a period of low demand for new teachers.

University courses for the prospective community college instructor undoubtedly will not change a great deal in type or format, although eventually they may well be upgraded. At least there is finally a respectable body of literature of ideas to be considered. Research reports, once elusive and generally parochial in nature, now are both more accessible through the ERIC sys-

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tem (see "Educational Research and the ERIC System," *Change*, May 1973) and more related to situations occurring in schools across the country.

Two national journals for people in the junior college field have recently appeared: *New Directions for Community Colleges* from Jossey-Bass, Inc., and *Community College Review* from North Carolina State University. New books appear on the market more and more frequently. While only two or three of these are now addressed to the junior college instructor, we should expect that here, too, growing concern will stimulate growing production.

At the same time, in-service faculty programs will probably increase in number and scope. In *Teachers For Tomorrow*, O'Banion maintains that priority in the 1970s should be given to in-service over preservice programs. For a short time, there will probably be a flurry of interest in such things as orientation sessions and cooperative workshops. But unless these workshops also build in evaluation schemes to provide direction for the faculty and serve as guides for future meetings, they will be dropped as outmoded fads. The attraction of an off-campus speaker or an out-of-town meeting may continue for a while; but unless something important evolves from these sessions, people will choose to put their energies elsewhere. In general, the picture does not appear very promising.

What would seem to be the best type of training situation? The first requirement would be that some kind of selection procedure built on specific criteria must precede training. Ideally, the junior college instructor of tomorrow will gear himself early to the profession, as the physician usually does, rather than look on it as a last-minute possibility.

Like teachers in any type of school, the community college instructor should be a well-integrated individual. He knows that the true professional wants to be judged on his effectiveness, rather than on his ability to perform in a role as an actor or actress on stage or as an omnipotent priest or healer. He knows that the purpose of teaching is to promote learning in his students; that since learning comes about in a variety of ways, he must be flexible in his approach; that neither he, nor any one person, has all the answers. In fact, it may well be that one kind of ideal teacher sees teaching as an exploratory process in which both he and his students learn together through common concerns. He may or may not be interested in research, but if he is, he will address himself to research on instructional processes and effects.

In the final analysis, perhaps the only differential effect of educational institutions is, as Jencks concludes, the relative satisfaction achieved by their enrollees. In short, the good teacher is a good person. All the research, all the Chi squares and defined parameters that attempt to isolate singular factors —all point to this simple truism.

Selection, then, is a prerequisite. It is a two-way process. Once candidates have selected themselves and have been selected to join the profession, what can training institutions do to better prepare the prospective instructor? For one thing, both universities and in-service training programs can concern themselves with the development of the whole person rather than the training of people in various skills. No individual can be trained to be a functioning human being, but he can be encouraged to develop, to express himself openly, to be aware of both himself and others. He can learn certain techniques, certain ways of handling multi-media, building objectives so that he can measure student achievement. He can become more sensitive to different types of students. Basically, he must be his own teacher when it comes to understanding himself, open to experiences, and always striving toward personal and professional development. ■

# COMMUNITY COLLEGE STAFF DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY

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# Foreword

In June of 1974, the Center for the Study of Higher Education of The Pennsylvania State University sponsored a conference entitled, "Planning for Community College Staff Development Programs." As background for the conference, I asked Mr. Terry Wallace, an assistant professor at the Harrisburg Area Community College and a doctoral student in higher education at the university, to assemble an annotated bibliography about staff development.

Since that time, copies of the bibliography have been requested for distribution at a forum of the 1975 annual meeting of the American Association of Community and Junior Colleges, and at two staff development conferences at the Universities of Missouri and Northern Arizona.

In response, Terry has updated his previous work, and added a brief but cogent statement on the art of staff development and the trends in the literature. We at the center are happy to publish the bibliography and hope that it will continue to be of use to community colleges all over the nation who are interested in staff development.

*James O. Hammons*
*Research Associate*

# INTRODUCTION

The annotated bibliography that follows offers a review of the literature pertinent to community college in-service staff development. The goal, here, has been to present significant items on various aspects of the subject, rather than an exhaustive listing. In gleaning these items, a thorough survey and examination was made of entries on in-service education and staff development catalogued over the last 20 years by the *Education Index*, *ERIC* and the *CIJE*.

While the survey on which the bibliography is based encompassed two decades, the final list covers only the last nine years. The reason for this lies in the evolution of the community college and the rise of staff development on the two-year level. Staff development in the early 1960s was directed chiefly toward preservice teacher training and the orientation and assimilation of large numbers of new personnel. The rapid expansion of two-year institutions, the teacher shortage, and employment mobility undercut the need for in-service training--a fact reflected in the absence of substantive staff development literature on in-service education. Only with the general end of the boom, a glutted job market, and the passing of large-scale employment mobility, did the focus of staff development change. Consequently, concern for in-service education, for keeping existing personnel professionally refreshed and growing, surfaced strongly at the end of the last decade. This growing emphasis was quickly reflected in a rapid expansion of research on the subject. Thus, whereas before 1967 community college personnel in charge of in-service training had to rely mainly upon the suggestions and observations of public school and senior college practitioners, they now can rely on reserach developing out of, and indigenous to, the two-year experience.

## Criteria Used to Select Bibliographic Items

Several criteria have been utilized in selecting the items included here. First, as has already been noted, the bibliography focuses on in-service education (training for staff already employed and working) in the community college. Such a limitation appears appropriate because of the significantly slowed growth of the community college movement and the new focus of staff development mentioned above. Persons interested in an introduction to substantive preservice and orientation literature are directed to the ERIC beirf, listed within the present work, on *Community College Faculty Development*, prepared for the AACJC 1973 Assembly "New Staff for New Students." Second, the bibliography stresses in-service training *for faculty*. However, a number of documents do describe programs that include administrators, counselors, or even classified staff. Third, items developing out of, and indigenous to, the two-year college were consciously sought, although suggestions and findings from public school and senior college practitioners are included when they are deemed relevant and of value. Finally, in cases where two or more items covered the same subject with no substantive difference in observations, the best was selected for inclusion.

## Emphases of the Literature

In the review of in-service staff development literature, certain emphases became evident. These emphases have chiefly been aimed at answering several fundamental staff development questions: (1) What is needed? That is, what is the nature and scope of the demand for in-service education and what is the nature and scope of the available supply to meet that demand? (2) How can the need be met? That is, how shall we design national, state, and local staff development programs, both comprehensive, continuous ones and limited, problem-solving ones? (3) What are the overriding problems in instituting in-service education, problems both indigenous to the attempt and problems unique to, or characteristic of, this point in the history of higher education?

The Need. The initial question (What is needed?) was recognized as a priority in the mid-1960s and has remained so up to the present. The needs targeted by the literature are staggeringly broad in scope and fundamental in importance, if the community college is to fulfill its mission as the college of the people. For instance, staff need to understand the philosophy, history, and goals of the community college. They need to understand the college's unique educational relationship to the community it serves and the special needs of that community. They need an intimate understanding of the students they teach, counsel, and direct. They need a working knowledge of programmed instruction, testing, measurement, learning theory, and the latest in educational technology. They need a thorough understanding of, and a profound sensitivity to, minority group backgrounds and problems. They need to be made masters of group dynamics and human relations. In short, community college staff need to be retreaded, revitalized, upgraded, refreshed, updated, retaught—yea, transfigured! No small order.

Meeting the Need. One promising advancement has received significant attention: the model Florida staff and program development effort established in 1967 when the state legislature allocated 3 percent of the state's annual community college appropriation for such purposes. Such statewide programs remain critically few in number and the literature attests to the fact that much more legislative and administrative effort is needed. Comprehensive, continuous college-wide staff development systems are similarly rare, though a few excellent models have been described. Overall, the literature remains inadequate in these areas, most likely because the design and implementation of such systems have been slow in evolving.

The literature of in-service education is most fertile in its descriptions of what might be called special programs, those aimed at solving some specific campus problem (e.g., lack of awareness of minority group problems and backgrounds) or at educating the staff in new teaching techniques and technology (e.g., the writing of learning objectives). A scan of the following bibliography will quickly suggest the variety and extent of research on these subjects, research that appears likely to continue its rapid expansion. For example, if the Carnegie Commission's forecast of a general use of new instructional technologies by the year 2000[1] is correct, the importance of this emphasis of the literature is sure to grow yearly.

Problems in Instituting Staff Development. Finally, the literature concentrates on the overriding problems of instituting quality in-service training, problems both indigenous to the attempt and problems unique to, or characteristic of, this particular point in the history of higher education. Four of the most critical problems at present seem to be support, graduate schools, retrenchment, and collective bargaining.

The first and most critical problem is support, support being defined in terms of both philosophical commitment and concrete funding. Support trends today on the federal and state levels may generally be termed nontrends. They are neither progressive nor reactionary. There is less than wholehearted commitment to staff development. At worst, the response has been cold; at best, lukewarm. Obviously there are other problems in designing and implementing in-service training, but commitment and funding are fundamental to the process. The literature has rightly concentrated on the problem of support as one of the first rank.

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[1] The Carnegie Commission on Higher Education, *The Fourth Revolution–Instructional Technology in Higher Education* (New York: McGraw-Hill, 1972).

A second significant problem lies in the relationship between the graduate school and the community college, when the resources of the former become a necessity in meeting the in-service training needs of the latter. The lack of responsiveness of graduate institutions to two-year college needs had become so critical in the late sixties that Derek Singer[2] was moved to suggest the establishment of a community college institute for the preservice and in-service training of personnel. However, over the last half dozen years, significant progress has been noted by the literature, in part a reflection of a changing attitude toward, and a greater responsiveness to, the community college on the part of graduate institutions.

The third and fourth problems facing community college in-service programs in the seventies—those of retrenchment and collective bargaining—are only beginning to receive serious attention in the literature. To date, no truly substantial works have appeared in the literature on either subject—only a few brief, groundbreaking essays. Yet, with significant numbers of two-year colleges facing declining enrollments and retrenchment and with over one-third of all public postsecondary educational institutions having adopted a union-line stance in only one decade (a level not reached by the private sector for 37 years),[3] studies in these areas can only multiply rapidly.

## Gaps in the Literature

What has been said about the dearth of in-depth research on the problems of retrenchment and collective bargaining should have indicated that serious gaps exist in the literature, in spite of its swift expansion over the last few years. Besides the above, several additional areas need significant study. First, while several national surveys have been made of in-service needs, more such data is needed on a continuing basis to identify common and recurring needs, to make viable funding decisions, and to do substantive long-range planning. Second, while a number of descriptions of successful statewide and campus-wide models for staff development now exist, many more are needed. These descriptions should supply guidelines for staff development whenever possible. Furthermore, useful descriptions of in-service models meeting the special problems and the potential of adjunct faculty and classified staff are largely nonexistent—a deficiency that represents a critical gap in our knowledge.

Finally, much study is needed of support and funding. For instance, little investigation into the important problems posed by weak or nonexistent commitment to staff development on the part of community college trustees or into useful methods to elicit and strengthen active trustee support exist. On the other hand, the major problem of funding for staff development has received due notice and review in the literature. However, not enough attention has yet been paid to seeking low-cost, high-return programs. Concerning still another area of support, the value of community advisory boards in planning in-service programs needs investigation, and models for the successful participation of such boards need to be described. Lastly, the present and potential influence and emphasis of accrediting agencies on staff development and in-service education as one indicator of institutional vitality need to be studied. Clearly, the foregoing list of gaps in the literature is not comprehensive, but it does suggest that while in-service education may be an idea whose time has come on the community college scene, much research remains to be done before in-service training comes fully into its own.

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[2] "Do We Need a Community College Institute?" *Junior College Journal* 39 (October 1968): 36–40.

[3] *Faculty Collective Bargaining in Postsecondary Institutions: The Impact on the Campus and on the State.* (Boulder, Colo.: Education Commission of the States, May, 1972). Report No. 28.

In conclusion, though any review of the literature tends to be less than exciting, such work is imperative if we are not to repeat the errors of the past, painfully discover lessons already well learned elsewhere, and, as the old cliché goes, end up "reinventing the wheel." In short, a thorough knowledge of the literature can serve as a sound springboard to successful staff development.

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*Harrisburg Area Community College*
*1 February 1975*

## Staff Development
## An Annotated Bibliography

*ERIC DOCUMENT* (ED) numbers and *CIJIE* (EJ) numbers are presented, whenever possible, to expedite the retrieval of information, especially of items not easily obtainable from other sources.

Atwell, Charles A. and Sullins, Robert W. "Cooperative Faculty Development." *Community and Junior College Journal* 44 (November 1973): 32-33.

Identifies "the cooperative effort, on an *equal partner basis*, between the community college and the graduate training institution as a commonly lacking element in faculty development. Reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

Barthlow, Robert L. "Don't Overlook Classified Staff." *Community and Junior College Journal* 44 (November 1973): 34.

Stresses need for ongoing staff development program for administrators and classified staff, suggesting rationales and workshop topics.

Beaudoin, Adrien P. "A State Plan for Staff Development." *Community College Frontiers* 2 (Winter 1974): 28-30.

Notes need for state leadership in "initiating and implementing well-financed staff development programs." Working from the Florida model, he suggests and discusses three major considerations in creating a statewide plan: the development of enabling legislation, the organization of specific task forces to formulate general state requirements for staff development plans, and the establishment of a framework enabling each college to begin a program designed to meet its particular mission.

Bender, Louis W. and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." *Community and Junior College Journal* 43 (October 1972): 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

Berbert, D. G. "Urban Diary: Kansas City." *Junior College Journal* 41 (May 1971): 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and empathic feeling in faculty members, chiefly white, about the environments; attitudes; and social and economic problems of students from different racial, ethnic, and counter-culture minority groups. Details on activities and faculty response.

Bessent, E. W. and others. *Designs for In-Service Education.* Austin, Texas: University of Texas Press, 1967. (ED 011 591)

Focuses on in-service education for instructional improvement and reviews three approaches the practitioner may use to reach this goal: the laboratory approach, the classroom experience model, and the teaching demonstration model. Although the target audience of this monograph is the public school administrator, many of its observations may be applicable to planning community college in-service education programs.

Bogart, Quentin, ed. *Proceedings: The Third Junior College Conference, April 15–16, 1971, Arizona State University.* Tempe: Arizona State University Bureau of Educational Research and Services, 1971. (ED 065 125)

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies. Win Kelley's paper ("The Competent Community-Junior College Teacher") defining competencies, skills, and attitudes for effective community college teaching may be as applicable in determining in-service needs as it is in targeting preservice goals.

Bushnell, David S. *Organizing for Change: New Priorities for Community Colleges.* New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators, and students; by assessing current population and economic trends; and by drawing upon other research efforts," the authors "hoped to identify and analyze forces influencing the future direction of community and junior colleges." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Chan, Betty. "Branching Out: The Staff Development Program at Parkland College." *Community College Frontiers* 2 (Winter 1974): 21–25.

Describes a carefully structured staff development model that originated in faculty interests and desires and is administered by faculty. Reviews the inception of the program, its philosophy, structure, content, and evaluation. Stresses instructional growth, not deficiency; individual responsibility for staff development, not administrative fiat; voluntary participation, program flexibility, and nonpunitive evaluation, instead of the opposite. Notes plans to include part-time and classified staff in second year of operation.

Chavez, Jose. *Summary of Results: Staff Development Survey.* Washington, D.C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior college administrators in 1969, to determine the staff development needs of community and junior colleges nationally. The present survey sought up-to-date information about the staff development needs of community and junior colleges, about their current in-service programs, and about the role that AACJC should play in providing further assistance to meet staff development needs. Chiefly intended as an information-gathering effort, rather than one that would lead to an in-depth study. Results from 697 institutions.

Chronister, Jay L. *In-service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution.* Charlottesville: University of Virginia Press, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource, and instructional problems and considerations that must be taken into account when the two-year college requires cooperation of graduate institutions in in-service programs.

Cohen, Arthur. "Towards A Professional Faculty." *New Directions for Community Colleges* 1 (Spring 1973): 101-17.

Examines the current status of community college teaching and suggests further professionalization, not along traditional departmental lines, but around the discipline of instruction.

Colman, Clyde Herbert. "Organization and Administration of an In-Service Program for Public Junior Colleges." Doctoral dissertation, University of Nebraska, 1968. Ann Arbor: University Microfilms (Order No. 69-9619).

This research aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization and administration of in-service training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding, and weak support; made recommendations for overcoming these problems.

"Community College Faculty Development." A brief prepared for the AACJC 1973 Assembly, "New Staff for New Students," November 29–December 1, 1973. Mimeographed. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1973.

An annotated bibliography compiled for the 1973 AACJC Assembly on Staff Development. Covers selected items related to teacher preparation programs and preservice and in-service education. Emphasizes special and different types of programs that have been proposed or are in preparation. Can be used as a supplement to the present bibliography.

Connors State College. *Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region.* Warner, Oklahoma, 1972. (ED 069 616)

Reviews an in-service program to train instructors in program objectives and educational needs. Notes on participants, activities, and evaluation.

Cray, John E. "How Do You Feel About In-Service Education?" *Community and Junior College Journal* 44 (November 1973): 28-29.

Report on a study made in April–May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in in-service training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of in-service programs.

Dean, Kenny S. "In-Service Workshop for Community College Teachers." *Community College Frontiers* 2 (Winter 1974): 26-27.

Discusses an attempt to improve instructional skills at Paducah Community College (Kentucky) through a two-week, voluntary in-service seminar-workshop in cooperation with Murray State University. Describes basic commitments of participants, the seminar-workshop format, its components and results. Suggests guidelines for continuous seminar-workshops at other institutions.

DeNevi, D. "Retreading Teachers the Hard Way." *Junior College Journal* 40 (April 1970): 6-9.

Describes a summer institute for community college teachers of the disadvantaged. The program sought to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

Devore, Paul W. *Variables Affecting Change in In-Service Education, Final Report.* Morgantown: West Virginia University, 1971. (ED 070 764)

Attempts to identify variables affecting change through in-service education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a twenty-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

*Faculty Development in a Time of Retrenchment.* New Rochelle, N. Y.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970s. Chiefly oriented to the university and four-year college situations, although some of its observations may be applicable to community colleges. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible in-service programs, the role of experts and consultants, evaluation, national resources, and intellectual mobility as opposed to faculty mobility. Makes key strategy recommendations.

*Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969-1970.* Washington, D.C.: AAJC Program with Developing Institutions, 1970. (ED 052 773)

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions (the second year stressed faculty development and instructional improvement). Details are given on the program, its history, innovations, and progress.

Fletcher, Leon. "Take to the Road, Teacher!" *Junior College Journal* 37 (October 1966): 19-21.

Describes a Monterey Peninsula College Faculty Travel Seminar funded by the Ford Foundation to gather information on coordinated preoccupational programs and to observe distinctive instructional programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Garrison, Roger. *Junior College Faculty: Issues and Problems.* Washington, D.C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Upgrading" (pp. 38-46) relates to staff development.

______________. "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment." *Junior College Journal* 40 (November 1969): 7-9.

Reports on participants, program, aims, and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Gilley, J. W. and Tollefson, T. A. *Products and Productivity: A Perspective on Learning.* Durham, N. C.: National Laboratory for Higher Education, 1972. (ED 069 268)

Reports on an in-service education program to train instructors in the "systems" approach to instruction at Wytheville Community College.

Gleazer, Edmund J., Jr. "Beyond the Open Door, the Open College." *Community and Junior College Journal* 45 (August-September 1974): 6-12.

Promotes a concept of the community college with more "emphasis on 'community' than 'college.' " Stresses the full import of the claim that the two-year institution should be devoted to "community-based, performance-oriented postsecondary education." Views staff development permanently important in preparing staff to meet the new demands of a true community-based institution. It sets the establishment of "a delivery vehicle for meeting the staff/institutional development demands in our field which is capable of operating without third-party financing by the end of the decade" as one of the major objectives of the community college movement.

______________. "Faculty Development Project." *Junior College Journal* 38 (April 1968): 7.

Outlines the AAJC's rapidly expanding Faculty Development Project initiated in early 1968 following the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

Goodrich, Andrew L. "The New Faculty and the New Student." *Junior College Journal* 41 (May 1971): 26-29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses minority awareness workshops sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Hammons, James O., ed. *Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974.* University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Contents include important practical observations by Walter Hunter on "Determining Staff Development Needs"; James O. Hammons and Terry H. Wallace on "Questions and Issues in Planning Staff Development Programs"; William Toombs on "Techniques for Evaluating Staff Development Programs"; and Harlan Douglas on "The Use of Consultants." Descriptions of successful staff development programs at Burlington County College (NJ), Central Piedmont Community College (NC), and Lake City Community College (Fla.) are included along with the results of simulation exercises in designing staff development programs.

Hammons, James O. and Wallace, Terry H. "Planning for Staff Development." *Community College Frontiers* 3 (Spring 1974): 38-43).

Raises some major practical questions and issues which should be considered by personnel responsible for staff development prior to initiating faculty in-service programs. The questions and issues addressed include responsibility for planning, identification of staff development needs, staff participation, program flexibility, scheduling, instructional techniques, funding, and support.

Hardner, R. J. and Pratton, D. L. "Curriculum Reform Through Behavioral Objectives: Report of an In-Service Project at Columbia Basin College." *Junior College Journal* 41 (October 1970): 12-16.

Describes the goals, methodology, results, and recommendations of the in-service program of Columbia Basin Community College, a program which aimed to reform the college's curriculum through the implementation of behavioral objectives.

Hodgkinson, Harold L. "Adult Development: Implications for Faculty and Administrators." *Educational Record* 55 (Fall 1974): 263-74.

Attempts to apply recent thinking on adult developmental patterns to faculty and administrators. Important considerations for understanding and motivating faculty and administrative response to, and participation in, staff development programs.

Hunter, Jairy C. "Another Approach to Staff Development: Employees Can Be Students, Too, With In-Service Training." *College and University Business* 56 (February 1974): 35. (EJ 091 410)

Briefly reports on Appalachian State University's model in-service training program for classified staff designed to improve staff morale, human relations, and job efficiency at all levels. The origin of the program, its rationale, coordination, and curriculums are discussed.

*In-Service Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation.* Estherville: Iowa Lakes Community College, 1971. (ED 070 761)

Reports on an in-service program for administrators, faculty, and students which stressed innovations in teaching methods and a study of technical media.

*In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators.* Washington, D.C.: American Association of Junior Colleges, 1969. (ED 034 519)

Constitutes the first major national AAJC survey that provided information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, and exposed significant deficiencies in the in-service training supply picture.

*Instructional Development: Summary Report.* Palatine, Illinois: William Rainey Harper College, 1973. (ED 089 653)

Describes the Instructional Development Project at William Rainey Harper College from 1970 to 1973, noting objectives, participants, cost, results, and recommendations.

Kastner, Harold H. "A System-Wide Approach." *Community and Junior College Journal* 44 (November 1973): 14-15.

Review of the model Florida Staff and Program Development effort (which allocated 3 percent of the state's community college appropriation to staff development) after six years of operation. Makes state level recommendations about its mechanics.

Kilpatrick, Gordon. *In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges.* El Camino, Calif.: El Camino College, 1967. (ED 020 721)

Categorizes in-service education by goals; examines various techniques to meet those goals; and discusses barriers to, and supplies recommendations for, establishing a program of in-service education. Suggests a change in focus for in-service education, from the elimination of preservice deficiencies to growth problems facing faculty on the job.

Koile, Earl A. and Gallessich, June. "A New Edge on Education: The Dallas Human Relations Lab." *Junior College Journal* 41 (March 1971): 31-37.

Describes in detail the experience of El Centro Community College in the Dallas Community-Junior College district with human relations laboratories. Discusses the design of the program, its content, results, and evaluation.

Lefforge, O. S. *In-Service Training as an Instrument for Change.* Gainesville: University of Florida Institute of Higher Education, 1971. (ED 055 577)

Presents a plan for community college instructional improvement utilizing in-service education as the instrument of change. Stresses the need to evaluate the results of in-service education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for in-service programs.

Martorana, S. V. and others. "Toward Improving the Learning Process." *Community and Junior College Journal* 44 (August 1973): 56-57.

Describes a statewide model for improving instruction developed by New York with EDPA assistance. Promoting increased opportunities for two-year college faculty in-service education is an integral part of the program.

"Microteaching: In-Service Training for Adult Educators." *Adult Leadership* 22 (November 1973): 179-81. (EJ 085 629)

Describes a teacher training and in-service education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

Miller, Bob W. "Graduate Career Development Center for Community College Personnel." *Audiovisual Instruction* 19 (January 1974): 21.

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven universities with minimal time spent in residence.

Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." *Community and Junior College Journal* 43 (October 1972): 27.

Calls attention to collective bargaining as a potentially significant instrument for staff development. Advocates a shift in agreements from activities which are *supposed* to result in professional growth to behavioral changes or competencies acceptable as *evidence* of such growth.

Norell, Kathleen. "A 'Total Effect' Workshop: Resources and Results." *College English* 35 (November 1973): 190-93.

Describes one faculty member's positive reactions to a Total Effect Workshop stressing awareness of the total environment in which effective, real learning occurs. Suggests the value of matching a workshop's form to its content, of learning by doing.

O'Banion, Terry. "Patterns of Staff Development." *New Directions for Community Colleges* 1 (Spring 1973): 9-29.

Discusses criteria for improved preservice and in-service programs to assure the quality of community college instruction. The university and the two-year college role in improvement, the place of teaching degrees, federal and state support, and types of in-service programs are discussed. In effect, a general summary of *Teachers for Tomorrow*.

———. "Staff Development for Student Development." *Community College Frontiers* 2 (Winter 1974): 12–20.

Adapted from an address at The International Institute on The Community College at Sarnia, Ontario, June, 1973. Discusses assumptions underlying the declared need for staff development, the inadequacy of present in-service programs, serious misconceptions about and misuses of staff development, and some "fragments of a conceptual model" for a staff renewal program. The latter articulates important points for a philosophy of staff development, balancing individual and institutional needs, leadership, and financing. An important supplement to *Teachers for Tomorrow*.

———. "Teachers for Tomorrow: One Year Later." *Community and Junior College Journal* 44 (November 1973): 10–11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study, *Teachers for Tomorrow: Staff Development Programs in the Community-Junior College*. Reviews legislative developments on the state and national level, a focus on in-service education by old and new community college journals, the growth of in-service programs on local campuses, and new developments in the area of graduate preservice and in-service education.

———. *Teachers for Tomorrow: Staff Development in the Community-Junior College*. Tucson: University of Arizona Press, 1972.

A landmark in the field of staff development prepared for the President's Advisory Council for Educational Professions Development. Reviews the major current efforts in preservice and in-service program planning and recommends programs designed to meet the various needs of staff, with emphasis on the instructor, the one with critical needs. Programs described require little modification to fit the needs of independent junior colleges and technical institutes.

Petty, Gary Frank. "A Practical Look at Management Personnel Development." *Community and Junior College Journal* 45 (August-September 1974): 16–18.

Underlines need for a "systematic, institution-wide effort to foster individual growth for all managers as decision-making practitioners at increasingly higher levels of responsibility." Presents the rationale and objectives and proposes a systems approach for a community college management development program.

Samlin, J. R. "In-Service Education in American Public Junior Colleges." Doctoral dissertation, Illinois State University, 1967. Ann Arbor, Mich.: University Microfilms (Order No. 68-403).

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

Schafer, M. I. *The Student Role of Teachers: Faculty Development in the Community College.* Gainesville: University of Florida Institute of Higher Education, 1970. (ED 043 333)

Experts in the junior college in-service field suggest methods for in-service faculty improvement and list significant barriers to effective training.

Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." *Community College Review* 1 (April 1973): 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

Schwilck, Gene I. and Martin, Warren Bryan. "Danforth's Community College Institute." *New Directions for Community Colleges* 1 (Spring 1973): 31-39.

Describes the model Danforth Foundation Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Singer, Derek S. "Do We Need a Community College Institute?" *Junior College Journal* 39 (October 1968): 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, to redress the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

"Some Perspectives on Staff Development." *Community and Junior College Journal* 43 (October 1972): 14-19.

Composed of a number of thumbnail sketches of staff development problems and programs. Contents include: "E.P.D.A. at a Community College," David M. Sims and Glen I. Bounds; "Priorities for Training Minority Staff," Howard Simmons; "Orienting Staff to College Goals," Virginia Keehan; "Training on the Multi College District," R. Jay LeCroy; "Knowing the Student and the College," Wallace F. Cohen; "Training on a Junior College Campus," Peter D. Pelham; and "E.P.D.A. at the University of Iowa," Duane D. Anderson.

Tiemann, E. F. *Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin, June 2–July 11, 1969.* Austin: University of Texas, Visual Instruction Bureau, 1969. (ED 068 003)

Report on an institute for junior college and lower-division senior college teachers and administrators covering learning theories, graphics, media production, and instruction systems facilities design.

*Urban Education Institute. Director's Report, 1970–71.* Pasadena, Calif.: Pasadena City College, 1971. (ED 077 912)

Report on the Urban Education Institute designed to provide part-time in-service education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Wallace, Terry H. *The Literature of Staff Development: Emphases and Shortcomings.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. (ED 094 822)

An in-depth critical analysis of the trends of research in staff development. Describes the major strengths and delineates significant gaps of the literature. The latter include the need for more data on in-service needs, on successful statewide and campus-wide models for staff development, and new solutions to funding problems.

Wetzler, Wilson. "A Breakthrough for Faculty and Program Development." *Junior College Journal* 40 (June-July 1970): 13-15.

Reports on early progress in faculty and program development in Florida, after the passage of legislation to assign 3 percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementing a development plan that evolved out of a conference of the Florida Association of Junior Colleges to give substantive direction for profitable use of the funds.

Wilson, Richard E. *Anatomy of a Workshop for In-Service Education Personnel.* Mimeographed. Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges, [n.d.].

Summarizes the substance of an AAJC New Institutions Project Workshop for Inservice Education Personnel dealing with the development, trends, and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of in-service education programs; techniques usable in the presentation of in-service programs; the relationship of in-service programs to the objectives and functions of community colleges; the development of a model in-service program; and the evaluation of in-service programs.

____________. "Staff Development: An Urgent Priority." *Community and Junior College Journal* 43 (June-July 1973): 68-69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive, continuing staff development as the solution of those crippling differences of opinion. Suggests AACJC can provide significant assistance in making in-service education a better and more common practice.

Yarrington, Roger, ed. *Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges.* Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of in-service education considering present staff development issues, problems, programs, and progress. Contents include "A Futuristic Look at Training," William A. McClelland and David S. Bushnell; "Staff Development: A Priority on Persons," Terry O'Banion; "Governmental Actions Affecting Staff Development," Louis W. Bender; "College Environment as a Determinant in Staff Development," Charles C. Collins; "Differentiating Staffing Patterns and Potentials," Ervin Harlacher and Eleanor Roberts; "Work Experience as a Means of Preparation and Renewal," Arden L. Pratt; "Staff Development: A New Promise to the New Student," Connie Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," Alfredo G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," Arthur M. Eastman; and "A Role for the Discipline Organizations," Michael F. Shugrue.

______________. "Facing the Critical Issues." *Community and Junior College Journal* 44 (November 1973): 8-9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

Zion, Carol and Sutton, Connie. "Integrated In-Service Development." *New Directions for Community Colleges* 1 (Spring 1973): 41-51.

Description by its coordinators of Miami-Dade North's innovative approach to continual professional growth for its entire staff. Details on program assumptions, evolution, organization, offerings, administrative leadership, and results.

## SELECTED PUBLICATIONS AVAILABLE FROM THE CENTER FOR THE STUDY OF HIGHER EDUCATION

### Monographs

*Faculty Voting Behavior in the Temple University Collective Bargaining Elections*, Kenneth P. Mortimer and Naomi V. Ross, with the assistance of Michael E. Shorr and Cheryl Toronyi, April 1975.

*CUPIR: Cooperative Utilization of Private Institutional Resources: A Multifaceted Thrust for the Private Junior Colleges*, S. V. Martorana, Eileen P. Kuhns, Richard M. Witter, and Alan J. Sturtz, October 1974 (jointly with the American Association of Community and Junior Colleges).

*Innovative Programs in Education for the Professions*, Larry L. Leslie, June 1974.

*Insights into Higher Education: Selected Writings of CSHE, 1969–73, Vol. III, Curriculum, Graduate and Professional Education, Finance*, Winter 1974.

*Insights into Higher Education: Selected Writings of CSHE, 1969–73, Vol. II, Community College and Postsecondary Occupational Education*, Winter 1974.

*Insights into Higher Education: Selected Writings of CSHE, 1969–73, Vol. I, Governance*, Winter 1974.

*Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges*, G. Gregory Lozier and Kenneth P. Mortimer, February 1974.

*Variability in Faculty Perception of the Legitimacy of Decision Making at Nine Pennsylvania Institutions*, David W. Leslie, November 1973.

*Institutional Self-Study at The Pennsylvania State University*, Kenneth P. Mortimer and David W. Leslie (eds.), December 1970.

*Human Services Occupations in the Two-Year College: A Handbook*, Theodore E. Kiffer and Martha Burns, May 1972.

### Numbered Reports

*The Higher Education Faculty of Pennsylvania: Selected Characteristics*, Larry L. Leslie and James Creasy, July 1974, Report No. 24.

*The Comm-Bacc Study: Postbaccalaureate Activities of Degree Recipients from Pennsylvania Institutions 1971–72*, William Toombs, August 1973, Report No. 23.

*Students and Unions*, Neil S. Bucklew, July 1973, Report No. 22.

*Compensatory Education in Two-Year Colleges*, James L. Morrison and Reynolds Ferrante, April 1973, Report No. 21.

*Pennsylvania's "State-Owned" Institutions: Some Dimensions of Degree Output*, William Toombs and Stephen D. Millman, February 1973, Report No. 20.

*The Trend Toward Government Financing of Higher Education Through Students: Can the Market Model be Applied?* Larry L. Leslie, January 1973, Report No. 19. (Out of print.)

*The Rationale for Various Plans for Funding American Higher Education*, Larry L. Leslie, June 1972, Report No. 18.

*Collective Bargaining: Implications for Governance*, Kenneth P. Mortimer and G. Gregory Lozier, July 1972, Report No. 17.

*Productivity and the Academy: The Current Condition*. William Toombs, May 1972, Report No. 16. (Out of print.)

## Center for the Study of Higher Education
## The Pennsylvania State University

The Center for the Study of Higher Education was established in January 1969 to study higher education as an area of scholarly inquiry and research. Dr. G. Lester Anderson, its director, is aided by a staff of twenty, including five full-time researchers, and a cadre of advanced graduate students and supporting staff.

The Center's studies are designed to be relevant, not only to the University and the Commonwealth of Pennsylvania, but also to institutions of higher education throughout the nation. The present focus of the Center's research falls into the broad areas of governance, collective bargaining, graduate and professional education, staff development, and institutional improvement as they pertain to community-junior colleges, vocational-technical institutes, four-year colleges, and universities.

In regard to the community college in particular, the Center has continually increased its attention and expanded its services over the past few years. Research on the two-year college's concerns and problems has grown significantly. Workshops, conferences, and related activities for community college personnel, both at University Park and on individual two-year campuses, have been promoted and arranged in increasing numbers. Finally, consultation services with community college administrators and staff has been made available.

*Exceptional Graduate Admissions at The Pennsylvania State University*, Manuel G. Gunne and Larry L. Leslie, March 1972, Report No. 15.

*The Quality of Graduate Studies: Pennsylvania and Selected States*, Stephen D. Millman and William Toombs, February 1972, Report No. 14.

Reports 1-13 out of print.

### Conference Reports

*State-Local Agency and Community College Cooperation for Community Improvement: A Conference of State and Local Officials in the Middle Atlantic States*, S. V. Martorana and James O. Hammons (eds.), December 1974.

*The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education*, Angelo C. Gillie (ed.), June 1974.

*The Fourth Annual Pennsylvania Conference on Postsecondary Occupational Education*, Angelo C. Gillie (ed.), August 1973.

### Bibliographies

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*Selected Bibliography in Higher Education*, September 1969; revised April 1972; revised August 1974.

### Occasional Papers

Larry L. Leslie, *A Case for Low Tuition*, November 1974.

Ann Kieffer Bragg and G. Lester Anderson, *Journals of Education for the Professions: A Preliminary Study*, May 1974.

Ralph L. Boyers in collaboration with Robert E. Sweitzer, *Collective Bargaining in Pennsylvania: A Summary of Collective Bargaining Agreements*, August 1973.

Naomi V. Ross, *Community College Teacher Preparation Programs in the U.S.: A Bibliography with Introductory Notes*, August 1972.

# SIMULATION/GAMING
# IN TEACHER EDUCATION:
# AN ANNOTATED BIBLIOGRAPHY OF SELECTED SOURCES FOR USE IN THE DEVELOPMENT OF TEACHER TRAINING PROGRAMS

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Compilers' Note: The sources of annotations in this bibliography are from one of the following: Research in Education (RIE); The Current Index to Journals in Education (CIJE); The Revised R&D Annotated Bibliography compiled by the Research and Development Center for Teacher Education at the University of Texas at Austin; Paul A. Twelker's Instructional Simulation Systems and "Basic Reference Shelf on Simulation;" Zuckerman & Horn's The Guide to Simulation Games For Education and Training; The Center for Invention and Development (CID); or some statement by the author or publisher/producer. The entry in parenthesis at the end of each annotation indicates the source.

## FOREWORD

Every student has to go through directed observation and student teaching. However, much time is wasted on everyone's part in much of the current practice and certainly supervision of student teachers is inadequate, often carried out under circumstances that prevent identifying cause and effect relationships. Post hoc supervision often is little more than a generalized discussion rather than a clinical analysis.

There no doubt is a place for direct field experiences but those experiences, sharply curtailed in time, can be made much more meaningful by expert guidance of the student through selected simulations. Time is likely to be a very precious commodity in these programs and simulation is certainly a way to save it. What we need is a judicious mix of simulated and field experiences. The Center for Invention and Development will concentrate on creating a bank of simulation experiences during the coming year.

With the completion of this bibliography, which serves the purpose of identifying resources and setting parameters, the Center will concentrate in the winter and spring of 1973 on developing a more systematic and in-depth treatment on the section in the bibliography regarding Simulations & Games, including both descriptive and judgmental evaluations of products. In addition, the bibliography will be up-dated as often as proves necessary. If anyone is interested in receiving these additions and/or evaluation reports, simply write to:

Center for Invention and Development
School of Education
Indiana University
Bloomington, Indiana 47401

We would also like to hear from anyone who has developed an unpublished simulation or game useable in teacher education programs, for evaluation and inclusion in our bibliographic additions.

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1. Cruickshank, Donald R., and Broadbent, Frank W., editors. *Simulation In Preparing School Personnel: A Bibliography*. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. (ED036465)
   "This bibliography lists 130 books, articles, reports, theses and other papers--published and unpublished--on the topic of simulation. Dates are from 1953-1969, most of them since 1965." (RIE)

2. Hickok, W.H., editor. *A Bibliography of Research Studies on Games and Simulations.* Portland, Oregon: Northwest Regional Education Lab., 1967

3. Kidder, Steven J. *Simulation Games: Practical References, Potential Use, Selected Bibliography*. Baltimore, Maryland: Johns Hopkins University, Center for the Study of Social Organization of Schools, August, 1971. (ED054486)
   "Several recently published books on simulation and games are briefly discussed. Selected research studies and demonstration projects are examined to show the potential of simulation and gaming for teaching and training and for the study of social and psychological processes. The bibliography lists 113 publications which should lead the reader to practical information on games." (RIE)

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5. Tansey, P.J., and Unwin, Derick, editors. "Sources in Simulation and Academic Gaming: An Annotated Bibliography." *British Journal of Educational Studies*, *17*(2), June 1969, 193-208.
   "A selected bibliography geared to public school and college instructors which is indexed and contains 87 references." (Twelker)

6. Twelker, Paul A., editor. *Instructional Simulation Systems, An Annotated Bibliography*. Corvallis, Oregon: Continuing Education Publications, 1969.
   "This document lists about 1500 references on simulation and gaming and includes annotations or abstracts for the majority

of the listings. Simulation exercises and games are described in a special format to indicate the subject, learner, population, price (if any), materials furnished, etc. . . It references the broad field of simulation and gaming in education, the social and behavioral sciences, the social studies, business and research in all areas." (ERIC Paper, Aug. 1972)

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    "An information retrieval (IR) system for 5312 social science generalizations and a social simulation game, called 'Explanation', are discussed. The game, using specially prepared case studies, is designed to permit players to develop ability in asking questions, generalizing, and stating tentative explanations. The research revealed the development of improved inquiry skills during the learning sessions. Attempted to assess the behavior of undergraduate teacher trainees as they experienced both techniques. Results indicate a positive transfer effect between the game and the IR system." (RIE)

11. American Assn. of Colleges for Teacher Education. Professional Teacher Education II: A Programmed Design Developed by the AACTE Teacher Education and Media Project. Washington, D.C.: American Assn. of Colleges for Teacher Education, 1968. (ED026294)

"The American Assn. of Colleges for Teacher Education Media Project was developed to determine whether (1) the gap between the producer and the user of educational innovations could be bridged: (2) a meaningful way to present the results of educational research to the user could be designed, and (3) the integrated and functional use of media in instruction could be demonstrated effectively. Major content components of the workshop format were interaction analysis, nonverbal classroom communication, microteaching, and simulation." (RIE)

12. Anderson, G. Ernest, Jr. "Simulation Model Helps Plan Teacher Training Program." Nation's Schools, 83(4), April 69, 90, 92.

13. Anderson, Lee F. A Comparison of Simulation Case Studies and Problem Papers in Teaching Decision. Evanston, Ill.: Northwestern University, U.S. Cooperative Research Project, 1964.

14. Bealrd, James H. Audio Simulation in Counselor Training: Final Report. Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1964.

"The basic problem of providing instructions designed to develop specific skills in a meaningful setting, i.e.; a setting which provides many of the cues, demands and characteristics which will be present in actual situations for which those specific skills are required. While the problem itself is not new, or in any way unique to the training situation selected for this project (counselor training), recent technological advancements and theoretical thought surrounding this advancement have provided a relatively unique methodology for attaining solutions to the problem. Directed towards an extension of this technology; simulation as it is now employed in instructional settings designed to increase effective use of cognitive skills. (Twelker)

15. _____. "Film Tests as Predictors of Teaching Behavior." Paper presented at the American Educational Assn. Symposium, Prediction of Teaching Behavior, New York, February 1967. Monmouth: Teaching Research, Oregon State System of Higher Education, 1967.

"A study attempting 'to accurately predict how effectively teachers will behave in classrooms.' The results 'clearly support the hypothesis that as test stimuli become more representative of the behavior to be predicted, and as the opportunity for response approaches the freedom characteristics of life situations, the power of prediction increases.' The extent to which prediction is possible with the more lifelike tests also is consistently higher than the bulk of the previous studies." (Twelker)

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"Three different approaches to inservice education were described that had been developed to provide individual training in group sessions. Each approach included a carefully planned sequence of learning activities intended to be presented within the organizational context of the person's work. The laboratory approach to the leadership training of instructional staff members presented three illustrative exercises that dealt with evaluating pupils' work, grouping practices, and the use of inbasket items as training materials for principals. A training approach, that was planned to help teachers implement innovations into their classrooms, provides teacher training through simulation of direct experiences with students and by observing and analyzing student classroom work. A discussion of the third approach, the teaching demonstration model, described the development of a formal demonstration into a carefully planned inservice technique. The final chapter listed three major propositions describing the behavior of an organization and presented a way of thinking about the use of inservice programs in organizations that might give guidance to the decisions of those who plan and direct inservice education." (R&D Center)

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"This article deals with teacher training methods designed to enable student teachers to practice decision-making." (CIJE)

18. Blough, John A., et al. The Simulation of an Urban School System for Use in Preparing Educational Administrators: Final Report. Columbus, Ohio: University Council for Educational Administration, November 1971. (ED059619)

"The University Council for Educational Administration (UCES) conducted meetings throughout the country during the late sixties and came to the conclusion that both the experience background of professors and the limited number of conceptual and methodological tools available to them stand in the way of providing effective inservice and preservice programs for educational administrators. The project described in this report, arising out of this general problem, was designed to simulate an urban school system and had two general objectives: to develop several sets of instructional materials for immediate use in administrator preparation, and to develop plans that would provide bases for creating additional sets of materials." (RIE)

19. Bogniard, Jane Nutter. "The Development and Use of Simulation Techniques in a Pre-service Program for Prospective Student Teachers." Doctoral dissertation, Ohio State University, 1968.

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"The simulation technique for preparing prospective home economics teachers uses real-life teaching situations that students create, enact, and analyze. This report concludes that the technique can be used even at a small college with limited resources." (CIJE)

21. Bolton, Dale L. "Feedback in a Selection of Teaching Simulation." Paper presented at the American Educational Research Assn. Symposium on Feedback in Simulation Techniques, New York, February 1967. Seattle: University of Washington.

"Proposes to identify the elements in the teacher-selection decision process, to illustrate how this process can be simulated and to indicate how the simulation may be used to provide feedback to person learning to make teacher-selection decisions." (Twelker)

22. _____. *Variables Affecting Decision-Making in the Selection of Teachers: Final Report*. (USOE Project #6-1349). Seattle: University of Washington, 1968.

"Research conducted to determine whether the format of information affects decisions made in the selection of teachers. To make this determination, it was necessary to simulate an educational situation in order to manipulate and control variables. Consequently, the general purposes of the study were: 1) To develop means for simulating a teacher-selection situation in which administrative decisionmaking can be studied. 2) To determine the effects of four variables, all related to information-format, on teacher-selection decisions in relation to the consistency of the decisions, the fineness of the discriminations made, the time needed to make the decisions and the confidence that the administrator has in his decisions. The 4 independent variables manipulated were: 1) amount of instruction provided on how to process information, 2) number of written documents presented, 3) degree of masking of information, and 4) interview information." (Twelker)

23. Bond, Jack H. *Using Simulation Techniques to Change Attitudes of Education Majors Toward Professional Course Objectives*. Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1965. (ED003220)

"The purpose was to determine the effects of classroom simulation on the attitudes of education majors toward topics in educational psychology. Findings were not sufficiently conclusive, but experiment 1 showed a trend toward positive change when using simulated experiences." (RIE)

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"A book about an educational innovation: games with simulated environments, or simulation games. These games have two major uses: one, as research tools for the study of the process simulated (in particular as heuristics in theory-building); two, as teaching devices. This is a progress report on recent thinking and findings in the latter area, intended for educational practitioners and for behavioral scientists." (Twelker)

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"Discusses the Multi-State Teacher Education Project (M-STEP) experimentation with media and lists various uses of video processes, concentrating specifically on micro-teaching and the use of simulation and critical incidents materials." (RIE)

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"Describes a simulation package developed at Indiana University and provides the evaluation component of the multi-media package." (CIJE)

29. Burr, Donald F. Simu-School: A Tool and Process for Educational Planning: Final Report. Wash., D.C.: American Institute of Architects, September, 1971. (ED055366)

"The greatest challenge facing education today is the need to plan adequately for the future. Effective educational planning can work only if all elements of the community are involved in the decisionmaking process, the relevant factors and variables in the educational environment are considered, and the nature of the learning/teaching process in education is understood. As proposed, Simu-School would use simulation techniques to recreate the educational planning process. By utilizing a management information system as an educational tool, Simu-School would create a time-compressed simulation of a series of planning problems. Using this simulation technique, educational and community planners could become involved and would experience the results of their decisions within a few days instead of several years." (RIE)

30. Bushnell, D.D. System Simulation: A New Technology for Education. Santa Monica, Calif.: Systems Development Corporation, 1962.

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"The classroom experience model of inservice education is a plan whereby the educational encounter is accomplished through simulation of direct experiences with students. This provides a means for guidance to teachers toward the implementation of the curriculum innovation. The selection and organization of the learning encounter begins with the identification of goals for the classroom experience model in behavioral terms. This permits development of tests to assess the acquisition of these behaviors and makes possible a careful analysis of the appropriateness and adequacy of the classroom experience model. The behavioral objectives also give specific direction to strategies of instruction." (R&D Center)

32. Carswell, Ronald J.B., and Kurfman, Dana G. "Differential Effects of Self-Contained Teacher Education Kits on Pre- and In-Service Social Studies Teachers." Paper presented at the Annual Convention, American Educational Research Assn., New York, February, 1971. (ED049957)

"Three five-hour kits of self-contained materials, using simulation to involve students, using media to stimulate inquiry, and using evaluation to improve instruction, were field tested. . .A high degree of favorable response from both the 1400 participants and the 64 instructors while the basic attitudes toward social studies (BASS) instrument showed fewer conclusive differences between the treatment and control groups. (RIE)

33. Champagne, David W., and Goldman, Richard M. "Simulation Activities for Training Parents and Teachers as Educational Partners: A Report and Evaluation." Paper presented at the annual meeting of the American Educational Research Association, New York, N.Y., February, 1971. (ED048945)

"This report summarizes a program to help parents learn some specific teaching skills to help their children learn. To develop a positive reinforcement teaching style was the basic objective; role-play simulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Eleven of the 12 parents increased their use of positive reinforcement. Eight of the 12 parents increased the variety of reinforcers used." (RIE)

34. Chelmsford Park High School. Planning Model for School Facilities, A Planning Model for a Secondary School Utilizing a Multi-Dimensional Approach for Optimum Flexibility. Chelmsford, Mass.: Chelmsford Park High School, September, 1968. (ED024237)

"Architects, administrators, teachers, school committeemen, and consultants all participated in designing a new physical plan and a compatible curriculum. This was accomplished without a communications gap among the participants by the employment of a physical model of a proposed school plan. By observing the physical model with movable elements and simulation techniques, planners were able to comprehend more quickly and relate the number of variables present in curriculum change, new course structure, or the design of the building to house instructional programs." (RIE)

35. Cogswell, John F., et al. "Construction and Use of the School Simulation Vehicle." Technical Memorandum 2084. Santa Monica, Calif.: Systems Development Corp., 1964.

36. Collet, Le Verne S., et al. FEHR-PRACTICUM: A Computerized Game to Simulate Experience in Educational Research and Evaluation. Ann Arbor: Michigan University, August, 1971. (ED059630)

"This project represents the first year of a proposed two-year program to develop FEHR-PRACTICUM (Formative Evaluation and Heuristic Research), a computerized game which simulates experience in a research evaluation assistantship or practicum. In the game teams of from two to five players are given the task of finding the 'best' among several specified educational alternatives. To accomplish this task, the teams perform 'experiments' on a hypothetical school system simulated by the computer." (RIE)

37. Cooper, James M., and Allen, Dwight W. Microteaching: History and Present Status. Washington, D.C.: ERIC Clearinghouse on Teacher Education, February, 1970. (ED036471)

"This state-of-the-art paper summarizes the history of microteaching's development and its rationale, the many uses of microteaching, and the research evidence on microteaching. Although the authors make the distinction between microteaching (a teaching situation scaled down in terms of time, number of students, number and specificity of teaching skills focused on, and offering the opportunity for immediate feedback in some form) and simulation (which uses the same process and the same teach-critique/reteach-critique cycle, but which, unlike micro-teaching, involves peer-group students, rather than 'real' ones), they recognize that the latter is by far the more common practice in preservice education." (RIE)

38. Cotrell, Calvin J., and Doty, Charles R. An Analysis of Face-to-Face, Video, and Remote Audio Feedback Techniques. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase I, Final Report. Columbus, Ohio State University, Center for Vocational and Technical Education, June, 1971. (ED052325)

"Presented in this report are the results of the feasibility testing of selected micro-teaching and video recording feedback techniques in a laboratory setting designed to simulate vocational teacher education. It was concluded that all feedback techniques were feasible for field testing, but modifications were recommended in the remote feedback technique. (RIE)

39. Cruickshank, Donald R. "Building a Simulated Laboratory for Teacher Preparation." Television and Related Media in Teacher Education: Some Exemplary Practices. Edited by H.E. Bosley and H.E. Wigren. Baltimore: Multi-State Teacher Education Project, 1967.

"The Teaching Problem Laboratory, developed at the State University College at Brockport, New York, in 1964." (Twelker)

40. _____. The Longacre School: A Simulated Laboratory for the Study of Teaching. Knoxville: University of Tennessee, College of Education.

"The simulation used to practice solving critical teaching problems which are presented through role playing, film and written incidents." (Twelker)

41. _____. Simulation as an Instructional Alternative in Teacher Education. ATE Research Bulletin No. 8. Washington, D.C.: Assn. of Teacher Educators in Cooperation with ERIC Clearinghouse on Teacher Education, 1971. (ED053067)

"This paper brings together and examines several of the better known developments in the field of simulation as an instructional alternative in teacher education. Six examples of simulation in preservice and inservice teacher education are described, plus discussion of the specific advantages of using simulation in conjunction with student teaching, as part of the college-based teacher education program, and in inservice and graduate education." (RIE)

42. _____. "Simulation: New Direction in Teacher Preparation." Phi Delta Kappan, 48, September 66, 23-24.

"Simulation as it is being tested to meet the criterion of realism as well as to provide a setting wherein trainees or teachers in service may practice a wider range of teaching behavior without fear of censure or failure." (Twelker)

43. _____. "The Use of Simulation in Teacher Education: A Developing Phenomenon." J. Teacher Educ. XX(1), Spring 69, 23-26.

44. Cruickshank, Donald R., and Broadbent, Frank W. "An Investigation to Determine Effects of Simulation Training on Student Teaching Behavior." Educational Technology, 9(10), October 69, 50-54.

45. _____. The Simulation and Analysis of Problems of Beginning Teachers. Brockport: New York State University College, September 1968. (ED024637)

"Examines the training technique of simulation in order to judge its effectiveness in presenting critical teaching problems and determines whether or not exposure to simulated critical teaching problems has any observable effect on the participant's teaching behavior." (Twelker)

46. _____. Simulation in Preparing School Personnel. Washington, D.C.: ERIC Clearinghouse on Teacher Education, February 1970. (ED036470)

"The purpose of this state-of-the-art paper is to provide an overview of simulation, particularly as it relates to the professional preparation of school personnel. The authors summarize simulation-based practice and theory under the following headings: (1) the design and development of instructional simulation in professional education, (2) the uses of instructional simulation, (3) issues to be resolved, (4) advantages and (5) disadvantages of simulation, and (6) questions in need of research." (RIE)

47. Cunningham, Luvern L. "Simulation and the Preparation of Educational Administrators." Paper presented at the International Intervisitation Conference sponsored by the University Council on Educational Administration, University of Michigan, October, 1966.

48. Davis, O.L., Jr., and Gregory, Thomas B. "Laboratory Components in Teacher Education." Peabody J. Educ., 47(4), January 70, 202-7.

49. Emmer, Edmund T. "Transfer of Instructional Behavior and Performance Acquired in Simulated Teaching." Report Series No. 50. Austin: University of Texas, Research and Development Center for Teacher Education, May, 1970. (ED051136)

"The purpose was to determine whether instructional behavior learned during a series of simulated teaching experiences using peers as students would transfer to a setting in which 'real' pupils were students. Results indicated some behavior change during the period of simulated teaching with peers and provided some evidence that instructional behavior acquired during simulated teaching with peers will transfer. The results suggest that when peers are used as students in simulated teaching, attempts should be made to occasionally use actual pupils in the simulated teaching experience." (RIE)

50. Fattu, Nicholas, and Elam, Stanley, editors. *Simulation Models for Education: Fourth Annual Phi Delta Kappa Symposium on Educational Research*. Bloomington, Ind.: Phi Delta Kappa, 1965.

    "Included in this collection are: (1) An Introduction to Simulation--Fattu, (2) Toward a General Simulation Capability--Michael R. Lackner, (3) A Quick Look at Simscript--Herbert W. Karr, (4) The Acquisition of Experience in a Complex Management Game--William R. Dill and Neil Doppelt, (5) Simulation of Organizational Behavior--Kalman Cohen and Richard M. Cyert, (6) PLATO: An Electronic Teaching Device--Donald L. Bitzer." (Twelker)

51. Finn, James D., and Wedberg, Desmond P. "A Comparative Investigation of the Instructional and Administrative Efficiency of Various Observational Techniques in the Introductory Course in Education." (NDEA-VIIA-685). Los Angeles: California, 1963. (ED003592)

    "The effectiveness of simulated and of actual observations of public school classrooms were compared for the introductory course in a sequence of five college courses required in teacher training. A total of 151 students in four sections of the introductory course were randomly assigned to three groups which--(1) observed a minimum of 30 hours in elementary and secondary public school classrooms, (2) observed a minimum of 10 hours in elementary and secondary public school classrooms following 10 hours of on-campus programed observation experiences consisting entirely of sound motion pictures, sound filmstrips, slide and tape presentations, and tape recordings, or (3) observed 10 hours of on-campus programmed observation experiences only. Ten 53-minute periods of photo-sound observation experiences were prepared utilizing 8mm sound motion pictures and 35mm slide-tape programs. The 10-hour on-campus plus 10-hour off-campus technique proved superior to the other techniques in the degree to which stated observation unit objectives were met." (RIE)

52. Flores, Penelope V. "Simulation: An Innovative Approach to Teacher Education Programmes in Teacher Education Institutions." *Asian Institute for Teacher Educators Newsletter*, *6*(1), July 71, i-v.

53. Forgan, Harry W. *Analysis of the Reactions of 36 Student Teachers to the Simulation Concerning Classroom Management*. Kent, Ohio: Kent State University, 1968.

    "Field-trial report from Kent State University analyzes student teacher reactions and gives recommendations for revision of the low-cost instructional simulation materials in teacher education under development by Teaching Research." (Twelker)

54. Frymier, Jack R., editor. A Workshop in the Analysis of Teaching: Interaction Analysis, Nonverbal Communication, Microteaching, Simulation. Columbus: Ohio State University, School of Education, December, 1968. (ED031435)

"Articles in this issue represent the substantive content of a series of 25 workshops sponsored by the American Association of Colleges for Teacher Education. The four major articles discuss innovative models based on four approaches for improving teacher performance: (4) 'Simulation' by Donald R. Cruickshank, the University of Tennessee, with the description of each model are the concepts, vocabulary, data, and the instrumental acts necessary for understanding." (RIE)

55. Giammatteo, Michael C. "Process Concerns in Use of Force Field Techniques." Paper presented at a meeting of the supervisors of student teachers held in Portland, Oregon, 1967. Portland, Oregon: Northwest Regional Educational Lab., 1967. (ED030170)

"This paper, one of a series derived from techniques used in training student teachers, explores the process of manipulating the variables in a problem or conflict or challenge situation. The technique calls upon the group to walk through a low level intrapersonal conflict (in a group setting), and to react to interpersonal behaviors in a conflict resolution--to work with the force field concept." (RIE)

56. _____. "Sample of a Gaming Exercise." Paper presented at the Assn. of Secretaries, Vancouver, Washington, March 22, 1969. Portland, Oregon: Northwest Regional Educational Lab., 1969 (ED030169)

"This paper presents a sample game called 'Teacher Preparation', and includes (a) development of an undergraduate college program for teacher candidates that specifies course experiences and contents, (b) restatement of problems into challenges, (c) keeping in mind the reality demons that push ideas into conformity with actuality. Procedures for playing the game are also outlined." (RIE)

57. Gillespie, Judith A. "Analyzing and Evaluating Classroom Games." Social Education, 36(1), January 72, 33-42. (EJ 049 607)

"A model involving (1) identification of objectives; (2) identification of the significant parts of a game; (3) selection and use of evaluation criteria for each part; (4) analysis of the interrelation of the parts. (CIJE)

58. Girod, Gerald R. The Effectiveness and Efficiency of Two Types of Simulation as Functions of Level of Elementary Education Training: Final Report. Pullman: Washington State University, September, 1969. (ED035299)

"An experiment was performed to determine the efficiency of simulation teaching techniques in training elementary education teachers to identify and correct classroom management problems. The two presentation modes compared were film and audiotape. Effects attributable to training level tended to be nonsignificant measures of effectiveness. A bibliography is included." (RIE)

59. Green, Thad B., and Cotlar, Morton. "A New Dimension in Management Training: A Video-Audio-Participative (VAP) System." Training and Development Journal, 24(10), October 70, 22-27. (EJ 028 052)

60. Gregory, Thomas B., "Teaching for Problem-Solving: A Teaching Laboratory Manual." Report Series No. 32. Austin: University of Texas, Research and Development Center for Teacher Education, January, 1970 (ED046905)

"This manual is one set of tasks developed for use in the microteaching context. These tasks direct candidates' attention to a rather specific system of teaching. This set is concerned with pedagogic tasks in which teachers must engage if they are to teach pupils an approach to problem-solving. The manual is designed for use by teacher candidates to introduce them to some important teaching strategies in the teaching of problem-solving. The manual includes five separate lessons, or tasks, which the student teachers must study and then practice in a live situation of teaching to peers. Each lesson includes a guide for self-evaluation." (R&D Center)

61. Grovom, Dorothy. "Simulated Coordination Experience for Teacher Coordinators." J. Bus. Educ., 44(5), February 69, 197-198.

62. Gwaltney, Thomas M. "Teacher Preparation Through Simulation; Motivation and Research Based on Edusim: Educational Simulation." New Campus, 25, Spring 72, 30-34. (EJ 057 350)

63. Hershey, Gerald L.; Shepard, Loraine V.; and Krumboltz, John D. "Effectiveness of Classroom Observation and Simulated Teaching in an Introductory Educational Psychology Course." Journal of Educational Research, 58(5), January 65, 233-236.

"Compares experimentally two methods of teaching the relationship of psychological knowledge to instructional practices: (1) off-campus trips for public school classroom observations and (2) on-campus simulated teaching experiences. Subjective ratings revealed that students felt that the classroom observation had had more general benefit on their development as teachers, although the simulated teaching experience was rated more helpful in mastering certain teaching skills." (Twelker)

64. Instructional Simulations, Inc. An Introduction to Learning Games and Educational Simulations: A Curriculum Guideline. St. Paul, Minn.: Instructional Simulations, Inc., 1971.

"Based on the research, design efforts and system's approach of Instructional Simulations, Inc., this curriculum guideline is an in-depth treatment of the central ideas of educational simulation and gaming. Designed for the educator interested in system's design and behavior based learning, the curriculum guideline covers theory, concepts and principles, plus applications. The materials are intended primarily for upper-division and graduate level inquiry." (ISI)

65. Jackson, Alice Stroup. "The Development of Simulation Games for the Education of Special Class Teachers." Unpublished masters thesis, School of Education, University of N. Carolina, Chapel Hill, 1970.

66. Jensen, Ronald L. "The Scheduling Program as a Gaming Device for Administrative Planning." Educ. Technology, 11(5), May 71, 43-45. (EJ 039 305)

"A computer model designed to provide administrators 'faced with the problem of meeting demands from many quarters for the available space' with information about the effects of changes in space availability is described." (CIJE)

67. Johnson, James A., et al. "Videotape Recording in Teacher Education." Educ. Technology, 9(5), May 69, 48-53.

68. Kersh, Bert Y. Classroom Simulation--A New Dimension in Teacher Education. Monmouth: Teaching Research Division; Oregon State System of Higher Education, June 30, 1963. (ED003613)

"The objectives of this study were to develop a program of classroom simulation for the preservice education of elementary school teachers and to conduct a test of that program. A single sixth-grade classroom was simulated through the use of films and printed materials. Four methods were used to present the sequences--(1) large motion pictures, the most realistic, (2) small motion pictures, intermediate, (3) large stills, intermediate, and (4) small stills, least realistic. Analysis of variance in the post-test scores revealed a significant difference in favor of the small stills, the least realistic. All other differences were insignificant." (RIE)

69. _____. Classroom Simulation: Further Studies on the Dimensions of Realism: Final Report. Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1965.

"This study adds further support to the suggestion that classroom simulation may be adapted to individualized or group-paced instruction where the projections are smaller than life-size and responses are described." (Twelker)

70. _____. "The Classroom Simulator: An Audiovisual Environment for Practice Teaching." Audiovisual Instruction, 6(9), 1961, 447-448.

"A description of the facility called the Classroom Simulator, which was built to allow techniques to be developed for simulating a variety of classroom situations to which student teachers could react." (Twelker)

71. _____. *College Planning Exercise for Innovative Instructional Problems.* Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1966.

"A workshop activity organized on the Oregon College of Education campus. It was desired that a large segment of faculty, students and administrative personnel be present so that the problems that were to be dealt with would be viewed from more than one perspective." (Twelker)

72. _____. "Fidelity in Classroom Simulation: The Effect of Variations in the Visual Display on Learning Date and Laboratory Performance Ratings." Paper presented at the American Educational Research Assn. Convention, Chicago, February, 1964. Monmouth: Teaching Research Division, Oregon State System of Higher Education.

"Discusses classroom simulation as a technique for training teachers. Teacher educators are looking upon simulation as a promising new instructional medium, one which may resolve some pressing problems arising out of their efforts to provide laboratory experiences for beginning teachers. The simulation materials described are named Mr. Land's Sixth Grade and are designed for individualized instruction. Student teachers come to a special laboratory facility for individual instruction under the supervision of an experienced teacher and actually interact with the children on a film for a total of 5 to 10 hours of instruction." (Twelker)

73. _____. "Simulation: Implications for Professional Laboratory Experience." Paper presented at the Assoc. for Student Teaching Conference, Chicago, February, 1964. Monmouth: Teaching Research Division, Oregon State System of Higher Education.

"The importance at all levels of simulation materials as instructional tools." (Twelker)

74. _____. "Simulation in Teacher Education." Paper read as part of the Symposium, "Programmed Learning and Teacher Education," at the Annual Convention of the American Psychological Assn., St. Louis, Missouri, 1962. Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1962.

"Concerns a particular problem in teacher education: the development of specific skills in classroom instruction, involving one application of the simulation technique discussed in this paper. The technique of classroom simulation and how the simulation materials will be used in the classroom simulator." (Twelker)

75. _____. "Simulation with Controlled Feedback: A Technique for Teaching with the New Media." Paper presented at the meeting of the American Educational Research Assn., Atlantic City, New Jersey, February 20, 1962. Monmouth: Teaching Research Division, Oregon State System of Higher Education.

"Description of a simulation technique and facility for research in teaching and learning." (Twelker)

76. Kidder, Steven J., and Guthrie, John T. "Training Effects of a Behavior Modification Game." Simulation and Games, 3(1), March 72, 17-28. (EJ 056 874)

77. King, Arthur Dean. An Application of Simulation Techniques to an Innovative Teacher Training Program. Tallahassee: Florida State University, Computer-Assisted Instruction Center, November, 1970. (ED046251)

"The purposes of this investigation were to analyze a teaching training program in order to construct models that represent the instructional process and to develop procedures for implementing the models on a computer system. The training program which provided the framework for these research goals was labeled a 'behavioral simulation,' since it utilized the trainee's behavior as the most significant system component. The model that represented the behavioral simulation was implemented on a computer, and these procedures were labeled a 'system simulation.' The function of the behavioral simulation was to train prospective teachers by providing an environment which facilitated transfer to the classroom. The function of the system simulation was to generate and test propositions concerning this new training system by translating ideas into the system and by testing the implications of the ideas or strategies. Within the behavioral simulation the level of the trainees' average task performance suggested that the complex skills involved in teaching can be organized in ordered sequences of complementary skills. Appendices contain supporting materials. A bibliography is given." (RIE)

78. Klietsch, Ronald G. An Introduction to Learning Games and Instructional Simulations. St. Paul, Minn.: Instructional Simulations, Inc., 1969.

79. Lehman, David L. Role Playing and Teacher Education: A Manual for Developing Innovative Teachers. Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences, February, 1970. (ED052060)

"The rationale and procedures for using role-playing in teacher education to provide teachers with practice in solving various classroom problems are illustrated by descriptions of 17 simulated situations based on secondary school biology classes. Techniques of implementing role-playing as a teacher training technique are suggested for inservice and preservice education, with specific dangers and advantages noted." (RIE)

80. _____. "Simulation in Science--A Preliminary Report on the Use and Evaluation of Role Playing in the Preparation of Secondary School Student Teachers of Science." Paper presented at the American Assn. for the Advancement of Science meeting, Washington, D.C., December, 1966.

"Lehman's 'Simulation in Science' is a structured form of peer teaching. In many ways this method is similar to microteaching, but is truly a human-ascendant role simulation using a background model, while microteaching is considered scaled-down teaching." (Cruickshank)

81. Lowry, William C. "Some Innovations in the Preparation of Teachers." Music Educ. J., 55(5), January 69, 28-31.

82. Lundquist, Gerald, and Blackham, Garth J. "Simulation and Group Counseling in the Training of Prospective Teachers." J. Stud. Personnel Assn. Teacher Education, 8(3), Spring 70, 85-89.

"Results suggest that the experimental treatment can influence changes in the meaning prospective teachers have for the concepts 'public school teacher', 'parents', and 'parent teacher conference'. Results might be enhanced if the counselor assumed a more active role as coach or diagnostician. (CIJE)

83. McCormick, Jim. "Simulation and Gaming as a Teaching Method." Programmed Learning and Educational Technology, 9(4), July 72, 198-205.

"The application of simulation as a teaching method in secondary education, teacher training and at university level is outlined. A definition of simulation is discussed and the construction, application and evaluation of simulation described." (Editors)

84. McGuire, Christine H., and Babbott, David. "Simulation Techniques in the Measurement of Problem-Solving Skills." Journal of Educational Measurement, 4(1), Spring 67, 1-10.

"This source deals with the techniques, scoring, reliability, estimation and validity assessment of simulated clinical problems." (Twelker)

85. McQuigg, R. Bruce. "Simulation--Focus on Decision Making in Secondary Education." Viewpoints, 46(1), January 70, 49-183. (EJ 029 181)

"Description of a program in which simulated experiences as student teachers and beginning teachers enable the participants to face the actual problems of a classroom teacher. Appendixes give program outlines and materials used." (CIJE)

86. Marten, Milton; Dunfee, Maxine; Buffie, Edward; and McQuigg, Bruce. "Simulation--Focus on Decision Making." Viewpoints, 46(1), January 70, 1-48, 115-173. (EJ 029 180)

"A detailed description of Project INSITE, designed to provide an accelerated, enriched, and innovative teacher education program. Appendixes give program outlines and materials used." (CIJE)

87. Massachusetts University. *A Feasibility Study on the Model Elementary Teacher Education Program, Phase II: Vol. II. Final Report.* Amherst: Massachusetts University, January, 1970. (ED043583)

"The second volume of the study contains the sections on management feasibility and economic feasibility, which comprise more than two-thirds of the document, and sections on simulation modeling, client acceptability, inservice design, evaluation, and maintaining relevance of the model for teacher education in the 70's. The section on simulation gives a brief description of the simulation models used and their respective functions." (RIE)

88. Miller, G.W. "An Attempt to Determine Certain Effects of Laboratory Classroom Simulation Training on Selected Dimensions of Teacher Behavior." Unpublished doctoral dissertation, University of Oregon, 1967.

"Investigates effects of classroom simulation using the Teaching Research materials on classroom management behavior." (Twelker)

89. Mitchell, P. David. "A Simulated Classroom and Educational Game." Paper prepared for presentation to the International Congress of Cybernetics and Systems. *Advances in Cybernetics and Systems.* Edited by H. Rose. London: Gordon and Breach Ltd., (In press).

90. _____. "A Simulated Classroom to Study Pre-Instructional Decisions." Paper presented to the Eleventh Annual Symposium of the National Gaming Council, Baltimore, Maryland, October 5, 1972. Montreal 107, Quebec, Canada: Sir George Williams University, Department of Education.

91. _____. "Simulating an Instructional System for an Educational Game." *Proceedings of the Canadian Symposium on Instructional Technology.* Edited by J. Akeroyd. Ottawa, Ontario, Canada: National Research Council, 1972.

92. Mitchell, P. David, and Taschereau, S. "Developing a Simulated Classroom: A New Approach for Teacher Training." Paper presented to 1972 Joint Annual Conference of the Canadian Education Associations, June 1972.

93. Moe, Alden J., and Feehan, Sister Mary Dorothy. "The Use of Videotape Recorders in the Education of Reading Teachers." *Int. Reading Assn. Conf. Proc., Pt. 1*, *13*, April 68, 460-62.

94. Ober, Richard L. "Multidimensionality as a Means for Placing Teaching Practice and Personal Beliefs into Closer Agreement." Paper presented at the Annual Meeting of AERA, Minneapolis, Minn., March, 1970. (ED041826)

"Far too many teacher training programs fail to prepare teachers properly to translate theory and beliefs concerning teaching effectiveness into practice at the classroom level. To improve this situation, professors of education need to be innovative. The practice called multidimensionality uses several systems simultaneously to view the same classroom situation and shows promise of being more effective than the use of a single system. Programs incorporating the multidimensional-systematic observational approach by their very nature tend to be more laboratory-oriented than lecture-oriented. The student is frequently involved in data collection activities both under simulated and actual conditions." (RIE)

95. Pincus, Margaret E., editor. Some Essays on Computers in Education. Cambridge, Mass.: Harvard University, Graduate School of Education, 1967. (ED026859)

"Students at the Harvard Graduate School of Education prepared papers exploring the scope of computer use in education. While computers are not yet capable of wholly replacing teachers, they are capable of a higher level of complex behavior than is generally realized. The simulation technique can also aid in training school and educational administrators. Curricula can use computer-generated visual aids." (RIE)

96. Popham. W. James. The Influence of Highly Specific Instructional Video Tapes on Certain Cognitive and Affective Behaviors of Teachers. Los Angeles: California University, March, 1966. (ED012714)

"To test the effect of video taped simulated instructional sequences on the modification of teachers' professional knowledge and attitudes. With respect to the video tape post-test, significant differences were found among the three groups on all four topics (the no-instruction control group scoring lowest, and the video tape group highest), but, on the other measures, the use of the video tape program yielded no significant differences. Further research is necessary to learn whether the obtained differences are reflected in actual teaching performance." (RIE)

97. Prentice, William C.H. "Simulating the Financial Future of a Four-Year College." Journal of Educational Data Processing, 9(1-2), 1972, 18-29. (EJ 057 520)

98. Ramey, J.W. "Using Video Tape Simulation to Make a Workshop Work." Phi Delta Kappan, 49, 1968, 525-7.

99. Rice, A.H. "Simulation is the Big Word in Administrative Training." Nation's Schools, June 1964, 10.

100. Ryan, T.A. "Use of Simulation to Increase Transfer." School Review, 76, June 1968, 246-252.

"A series of simulated situation problem-solving tasks provided students practice in using knowledge they gained to solve real-life problems." (Twelker)

101. _____. "Using Simulated Situation Problem Solving Tasks to Increase Ability to Apply Principles in Realistic Settings." Paper read at AERA Convention, Chicago, February, 1965. Corvallis: Oregon State University.

"Results indicate that Ss who have a choice of method for acquiring information combined with practice in simulated problem solving requiring immediate use of acquired information do best, while students with no choice and no practice with simulated problem-solving tasks do poorest on a test of ability to use principles in realistic situations. Concludes that practice in problem solving under realistic conditions should be given and situations created in which students can apply knowledge they have acquired." (Twelker)

102. Sage, Daniel D. The Development of Simulation Materials for Research and Training in Administration of Special Education: Final Report. (USOE Project #6-2466). Washington, D.C.: U.S. Office of Education, Bureau of Education for Handicapped, 1967.

"A project for the development and production of materials for use in research and training in the field of administration of special education." (Twelker)

103. Salomon, Gavriel. "A Suggested Procedure for Training Teachers for Subjective Response Uncertainty Based on a Laboratory Application." J. Teacher Educ., 21(2), Summer 70, 244-250.

104. Sarthory, Joseph A., and Wade, Durlyn E. "Simulating the Acquisition and Allocation of Educational Resources." Educational Technology, 11(12), December 71, 58-61. (EJ 049 833)

105. Schmuck, Richard, and Runkel, Philip. Organizational Training for a School Faculty. Eugene: CASEA Publications, University of Oregon, 1970.

"The purpose of this study was to determine whether the effectiveness of problem-solving by the staff of a junior high school could be increased by direct training in communication and group problem-solving. Results of the project included a stronger decision-making role by teachers and improved staff relations." (CASEA Publications)

106. Sheepmaker, B., and Zinn, Karl L., editors. "World Conference on Computer Education--1970." Papers presented at the World Conference on Computer Education, First, Amsterdam, The Netherlands, August 24-28, 1970. Geneva, Switzerland: International Federation for Information Processing, 1970. (ED053555)

"Nearly 150 papers are included in this volume which surveys (1) the state of the art of computer education, (2) education about computers, including teacher training, and (3) the practice of computer based learning, computer languages, simulation, and strategies for development and presentation of computer based learning exercises." (RIE)

107. Shulman, Lee S., et al. Studies of the Inquiry Process: Inquiry Patterns of Students in Teacher-Training Programs. Final Report. East Lansing: Michigan State University, College of Education, July 1968. (ED028157)

"A model of the inquiry process based on John Dewey's concept of inquiry was used to develop a means of observing and scoring individual inquiry behavior. The teacher's in-basket, a simulation of problems crossing a teacher's desk in a simulated school setting, was developed for the study. Appended are a 51-item bibliography--inbasket materials." (RIE)

108. "Simulations in Education and Training." Educational Technology, IX(10), October 69, 43-70.

"This issue of Educational Technology includes a section entitled 'Simulation in Education and Training.' The articles in this section are about various aspects of simulations including computer simulations, designing simulations, and the effects of simulation training on student teaching behavior. These articles should be of use to those interested in the current work being done in the field of educational simulations."

109. Slahor, Stephanie. "Decision-Making Experience in Administration." School Management, 16(5) May 72, 30-31. (EJ 057 287)

"Videotaped simulations provide administration students with something more than the usual textbook case histories." (CIJE)

110. Stewart, Lorne D. "Teacher Training in the Schools." Reading Improvement, 8(2), February 71, 59-61. (EJ 044 014)

111. Swan, Howard A., and Johnson, Jim. Simulation Exercises. Dekalb, Ill.: Creative Educational Materials, 1968.

112. Tansey, P.J. "Simulation Exercise." Reading, England: Berkshire College of Education, 1968. (Mimeographed.)

113. _____. "Simulation Techniques in the Training of Teachers." Simulation and Games, 1(3), Sept. 70, 281-303.

114. Tansey, P.J., editor. Some Aspects of Simulation in Education. Maidenhead, Berkshire, England: McGraw-Hill, 1971.

"This reference book covers a number of aspects of simulation and gaming as they relate to education." (Twelker)

115. Tansey, P.J., and Unwin, Derick J. *Simulation and Gaming in Education.* New York: Barnes and Noble, Inc., 1969.

"This text represents the first United Kingdom commercial publication to summarize and explore in some depth all of the various educational techniques that are commonly thought of as instructional simulation or gaming. The book which is aimed primarily at the teacher and the teacher educator examines (1) the historical development of simulation and gaming, (2) its advantages, (3) models and varieties of simulation (simulation games, non-simulation games, and non-game simulation exercises), (4) simulation in teacher education, and (5) computers and simulation. It is informative for the novice as it pulls many diverse elements into one place." (Twelker)

116. _____. *Simulation and Gaming in Education, Training and Business.* Coleraine, N. Ireland: New University of Ulster, Education Centre, 1969.

117. Teaching Research. *Low-Cost Instructional Simulation Materials for Teacher Education Establishing Teaching Principles in the Area of Classroom Management.* Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1968.

118. Temp, George. *Simulation and Teacher Education.* Los Angeles: University of California, Teacher Education Project, September, 1962.

"Implementation of simulation in instruction in educational psychology courses at UCLA, the interest being initiated by Dr. Bert Kersh of Teaching Research, Oregon State System of Higher Education." (Twelker)

119. Twelker, Paul A. "Classroom Simulation and Teacher Preparation." *The School Review*, *75*(2), 1967, 197-204.

"The application of the classroom simulation technique to the problems of teacher preparation. Includes a description of a specific classroom simulation technique." (Twelker)

120. _____. *Designing Simulation Systems.* Monmouth: Teaching Research Division, Oregon State System of Higher Education, 1969.

"Outlines the approach of designing instructional simulation systems developed at Teaching Research. The 13 phases of simulation design are summarized, and an effort is made to expose the vital decision points that confront the designer as he develops simulation experiences." (Twelker)

121. _____. *Interaction Analysis and Classroom Simulation as Adjunct Instruction in Teacher Education.* Monmouth: Teaching Research Division, Oregon State System of Higher Education, February, 1968. (ED021780)

"Examines two adjunct instructional programs for teacher education: classroom simulation training and interaction analysis training. Examines: 1) What are the effects of training college students with the two techniques in terms of teaching performance, course grades and attitudes toward teaching? 2) What are the interactive effects of interaction analysis training on the classroom simulation training? 3) Are there interactions between learner characteristics and training program?" (Twelker)

122. _____. "Simulation Applications in Teacher Education." Paper presented at the American Educational Research Assn., Chicago, February, 1966. Monmouth: Teaching Research Division, Oregon State System of Higher Education. (ED025460)

"In 1961, Teaching Research Division of Oregon State System of Higher Education began developing a variety of simulated classroom situations through the medium of sound motion pictures and printed materials. Initial evidence indicates that there is transfer of learning from simulated to real experience, but much remains to be learned about how simulation best works." (RIE)

123. Twelker, Paul A., editor. Instructional Simulation: A Research Development and Dissemination Activity. Monmouth: Teaching Research Division, Oregon State System of Higher Education, February, 1969. (ED032657)

"Includes the following chapters: Simulation: An Overview (Twelker); The Design of Instructional Simulation Systems (Jack Crawford and Twelker); Instructional Simulation: Past, Present and Future (Twelker); Simulation in Vocational Education (Dale G. Hamreus); and Situational Response Testing: An Application of Simulation Principles to Measurement (H. Del Schalock)." (Twelker)

124. Twelker, Paul A., and Layden, Ken. Educational Simulation/Gaming. Stanford, Calif.: Stanford University, ERIC Clearinghouse on Media and Technology, August, 1972.

"This paper briefly compares simulation, gaming, and educational simulation/gaming. Includes bibliographies of reference sources, lists of nationally recognized centers of activity in simulation/gaming, and addresses of contact persons." (CID)

125. Twelker, Paul A., et al. Successive vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation. Monmouth: Teaching Research Division, Oregon State System of Higher Education, December, 1968. (ED026304)

"An experiment was conducted to determine which of three modes of instruction controlling the 'density' of simulation training was most effective in terms of transfer and most efficient in terms of the learning rate of preservice teachers. The conclusion after analyses of variance was that the simultaneous method was more efficient." (RIE)

126. University Council for Educational Administration. *The Instructional Uses of Simulation in the Preparation of School Administrators.* Columbus, Ohio: University Council for Educational Administration, 1962.

127. _____. *Simulation in Administrative Training.* Columbus, Ohio: University Council for Educational Administration, 1969.

128. Utsey, Jordan. *Simulation in Reading.* Eugene, Oregon: University of Oregon, December, 1966. (ED013703)

"An attempt to improve the reliability, validity, and efficiency of all reading instruction by modifying certain dimensions of teacher behavior is reported. Materials were developed to give prospective teachers an opportunity to learn the marking code of the informal reading inventory, to practice, and to evaluate their skill. A series of simulated instructional films and printed materials was devised. The results indicated 94% accuracy." (RIE)

129. Utsey, Jordan; Wallen, Carl; and Beldin, H.O. "Simulation: A Breakthrough in the Education of Reading Teachers." *Phi Delta Kappan*, 47, June 66, 572-574.

"Procedure for using the Informal Reading Inventory Instructional Process materials (films and printed matter) to train teachers in the use of the Informal Reading Inventory to assess a child's reading level. Preliminary test results indicate that this method allows students to assess reading levels with more accuracy than teachers with an average of 11.6 years experience (92% vs. 70% respectively). Carryover had not been completely evaluated but preliminary results indicate positive results." (Twelker)

130. Vlcek, Charles W. *Assessing the Effect and Transfer Value of a Classroom Simulator Technique.* East Lansing: Michigan State University, College of Education, 1965. (ED003635)

"Investigations were conducted on (1) the effect of a classroom simulator in providing teacher-trainees with experience in identifying and coping with classroom problems prior to their student teaching experience, (2) the transfer value of the classroom simulator experience, and (3) the effect of the simulator in teacher-trainee self-confidence. In addition, the study measured teacher-trainee attitudes toward their classroom simulator experience. Concluding statements indicated that (1) effective responses to classroom problems can be developed through classroom simulator experiences prior to teaching assignments, (2) awareness of classroom problems is apparently possessed by teacher trainees prior to classroom simulator experience, (3) principles which can be used in solving classroom problems can be developed through classroom simulator experiences, (4) experience gained in responding to problems within the classroom simulator do not transfer to the teacher-trainees' student teaching experience, (5) principles developed for application in solving classroom problems do transfer to the teacher trainee's student teaching experience, and (6) teacher-trainees' confidence i-ability to teach is increased through classroom simulator experience." (RIE)

131. _____. "Classroom Simulation in Teacher Education." *Audiovisual Instruction*, 11(2), 1966, 86-90.
"A classroom simulator was used to test the effectiveness of a simulation technique as compared to conventional instruction. Posttests for both groups were new simulation materials. Trained observers found no significant difference between the experienced and control groups in terms of awareness of problems or in effectiveness in responding to the problems. There were significant differences in the application of principles used in solving problems. Low reliability between raters and limited return of observation data limit the significance of the findings." (Twelker)

132. Weber, Wilford A. *A Study of the Feasibility of the Refined Syracuse University Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers: Final Report*. New York: Syracuse University, School of Education, December, 1969. (ED042723).
"This study examined the financial human, material, and organizational feasibility of developing and operating the Syracuse Model Elementary Teacher Education Program. A major emphasis is on the detailing of costs associated with implementation of the program. Additional outputs from the study include a refinement of the model, descriptions of strategies dealing with various aspects of program implementation. . .a simulation package (described, but not included in this report) which allows potential adopters to face the problems of implementation." (RIE)

133. Weinberger, Morris J. "The Use of Simulation in the Teaching of School Administrators." Unpublished doctoral dissertation, Teachers College, Columbia University, New York, 1965.

134. Wynn, R. "Simulation: Terrible Reality in the Preparation of School Administrators." *Phi Delta Kappan*, XLVI, December 64, 170-173.

## JOURNALS AND NEWSLETTERS

135. ISI Learning Letter. Instructional Simulations, Inc., 2147 University Ave., St. Paul, Minn. Ronald G. Klietsch, Editor. Five issues per year, $1 per year.

"Includes items of special interest to classroom teachers and simulation games users." (Twelker)

136. Instructional Simulation Newsletter. Simulation Systems Program, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Ore. Paul A. Twelker, Editor. Published three times a year on an irregular basis, free.

"Reports activities of the Simulation Systems Program (including reports and products available) and other articles of interest to instructors, researchers, and developers." (Twelker)

137. Occasional Newsletter About Uses of Simulations and Games for Education and Training. Project SIMILE, Western Behavioral Sciences Institute, 1150 Silverado Road, La Jolla, Calif. Compiled by the project staff. Published three times a year on an irregular basis, $5 per year.

"Reports reviews of commercial games as well as activities by individuals in the field. A comprehensive, informative, and valuable document for the classroom teacher as well as the sophisticated gamer." (Twelker)

138. Simulation. Simulation Councils, Inc., P.O. Box 8248, San Diego, Calif. John McLeod, Editor, Monthly, $28 annually.

"Reports on the use of computers and similar devices employing mathematical or physical analogies. Includes a calendar of events of computer-related groups, a section on computers in education, articles, simulation surveys and literature reviews." (Twelker)

139. Simulation and Games: An International Journal of Theory, Design, and Research. Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, Calif. Michael Inbar, Editor, Quarterly, $15 annually and professional discounts are available.

"Simulation and Games is intended to provide a forum for theoretical and empirical papers related to man, man-machine, and machine simulations of social processes. The journal publishes theoretical papers about simulations in research and teaching, empirical studies, and technical papers about new gaming techniques. Each issue includes book reviews, listings of newly available simulations, and 'simulation reviews'." (Twelker)

140. Simulation/Gaming/News. Stanford University, Box 8899, Stanford, Calif. Paul Twelker, Editor. Five issues per year (every other month except in the summer), $4 per year.

"This tabloid style, informal publication provides readers with practical 'applicable' information in addition to more theoretical considerations. It treats the application of simulation and gaming on most areas of experience and at different educational levels." (ERIC Paper, Aug. 1972)

## SIMULATIONS AND GAMES

141. Abt Associates Inc. EDPLAN. Cambridge, Mass.: Abt Associates, Inc., 1970.

"EDPLAN is a role-play simulation for 29-36 people which demonstrates the major issues of contemporary education planning, while encouraging awareness of alternative programs, costs, and benefits. Concepts presented include: taxation; bond issues; school board elections; alternative new teaching strategies, content, equipment, and facilities. Differing points of view among teachers, administrators, elected officials, students, and tax-paying parents are included." (Games Central)

142. _____. Fixit. Chicago: Department of Educational Services, Science Research Associates.

"A simple game designed to focus attention on the problem of deciding whether to introduce games and simulations into any school system." (Twelker)

143. _____. Sepex: A School Electronics Planning Exercise. Cambridge Mass.: Abt Associates, Inc., 1967.

"Designed to involve educational decisionmakers in the process of planning applications of electronic systems to instructional and administrative educational services. Employs innovative simulation and role playing techniques to motivate and create understanding of the feasibility, potential educational benefits and costs of alternative electronic systems for interconnecting school districts in large geographic areas of low population density." (Twelker)

144. Bolten, Dale L. Selection of Teachers. Columbus, Ohio: University Council for Educational Administration, 1970.

"The objective of this game is to learn how to process information about a number of applicants and to make consistent decisions regarding the selection of an applicant for a position." (Zuckerman & Horn)

145. Buffle, Edward G. Human Relations: One Dimension of Teaching. Bloomington: Indiana University, School of Education, Center for Innovation in Teacher Education, available Spring 1973.

"This simulation package consists of films, film excerpts, audio-tapes, slides, Instructor's Guide, and a Student' Kit. The package includes materials of two major types. The first cluster of materials, a slide-tape set plus printed matter, provides the broad context (general community) in which Rose Brady, a neophyte teacher, begins her professional career. Background materials relating to the Thompson Elementary School, an inner-city school (100 years old) are also provided. Not only is information provided about the school per se but the sub-community it serves as well. Another cluster of materials relate to critical incidents and/or episodes involving Rose Brady, encounters which require decisions on her part. Since the main focus of these materials is upon the human relations dimension of teaching, the encounters involve teacher-pupil relationships, teacher-parent relationships, teacher-administrator relationships, etc." (Author)

146. Center for the Advanced Study of Educational Administration. ERNSTSPIEL. Eugene: University of Oregon. Expected availability--Winter 1972-73.

"A problem-solving kit which utilizes games, puzzles and riddles. It is a self-instructional package designed to enhance the ability of school administrators and their staffs to solve problems and make decisions as groups through improved communication. The kit was conceived specifically to help school administrators prepare their staffs for the predicted transition from the traditional self-contained classroom to the classroom of the future involving team teaching and/or multiunit structure." (CASEA)

147. Cruickshank, Donald R.; Broadbent, Frank; and Bubb, Roy. Inner-City Simulation Laboratory. Chicago, Illinois: Science Research Associates, Inc., 1971.

"Simulation techniques help prepare students and teachers for the realities of the inner-city classroom. Participants assume role of Pat Taylor, teacher in a typical sixth-grade inner-city classroom. Incidents presented through films that view the situation from teacher's subjective eyes and through role play, in-basket memos, playlets, and course and committee assignments. Thirty-four incidents considered most frequent and severe by inner-city teachers. Participants apply theories and examine practice. Components include Director's Unit: 2 filmstrips and accompanying record, fourteen 16mm films, spirit masters, 36 role-play cards, a Director's Guide, and a Participant's Unit. Participant's Unit: Cumulative Record Folders for each student and 288-page Data Book." (SRA)

148. _____. Teaching Problems Laboratory. Chicago, Illinois: Science Research Associates, Inc., 1969.

"Simulation materials create a fictitious but lifelike elementary classroom where teachers and student teachers can practice decision making without restraints of actual teaching situation. Filmstrips, films, teacher's handbook, cumulative records, and other materials help simulate a fifth-grade classroom in the town of Madison, U.S.A. Thirty-one critical teaching incidents, considered the most troublesome problems for first-year teachers, are included. Participants become aware of the many considerations necessary to make a decision, the unique problems that face teachers, and the wide-ranging effect their decisions can have. Components include Institutional Unit: 11 color-and-sound films, 2 filmstrips and a long-playing record, a set of role-play cards, a Simulation Director's Guide, spirit masters, and a sample Participant's Unit. Participant's Unit: Cumulative Record Folders, Faculty Handbook, Curriculum Handbook, Audiovisual Catalog, Reading Progress Report, Sociograms, and Participant's Response Book." (SRA)

149. Dodge, Dorothy. Simulation as an Educational Tool. Minneapolis, Minn.: Association for Productive Teaching, 1971.

"Six audiotapes and a Leader's Guide, plus 2 simulation models 'Crisis' and 'Sitte', constitute a thoroughgoing introduction to simulation as an educational tool. Package designed for use in teacher education; the simulation models, however, are well suited for use in college and secondary social studies classes." (Association for Productive Teaching)

150. Education Turnkey Systems, Inc. The COST-ED Model: A New Economic Tool for the School Administrator. Washington, D.C.: Education Turnkey Systems, Inc., September, 1971. (ED057462)

"This model is a computerized mathematical simulation of the manner in which educational decisions and patterns of school operation affect costs. The design shows how teacher salaries, school building design parameters, and decisions regarding class size and instructional materials expenditures contribute to total school costs. The sophisticated economic analysis provided by the COST-ED model is especially useful in program evaluations, program budgeting, and program simulations. Appendixes present sample computer reports and a glossary of terms." (RIE)

151. Forbes, John, and Willey, Darrel. The School Personnel Management Game. University Park, New Mexico: The Academic Planning Tool Center, 1963.

152. Leadership Training Institute for School Personnel Utilization. Inservice Training Design Simulation. Amherst: Massachusetts University, School of Education, 1970. (ED051091)

"This exercise simulates the process of planning for inservice training. The simulation requires that a planning group of 10 members formulates a plan for the 65 staff members of an elementary school, given the constraints of an inservice training budget, a school calendar, and a limited amount of consultant help. The four phases of the exercise are planning, evaluation and analysis, plan modification, and reports and analysis." (RIE)

153. _____. Instructional Planning Simulation. Amherst: Massachusetts University, School of Education, 1970. (ED051092)

"This exercise simulates the planning of an instructional program for the second week of the sixth grade in an elementary school. The goal is to influence the planning so that the personal talents and interests of each member of the six person staff team will be best used in the planned activities. All the material used in the simulation, with the exception of the handbook, is included in the document." (RIE)

154. _____. School Communications Game. Amherst: Massachusetts University, School of Education, 1970. (ED051090)

"This exercise explores by means of simulation the effect which the communications that take place in a school have on organization climate. The 8 staff roles involved are assistant superintendent, principal, English department head, social studies department head, science department head, English teacher, social studies teacher, and science teacher. The objective for each one is to use the available modes of communication to achieve a personal goal which is indicated in the role description." (RIE)

155. _____. The School Planning Game. Description and Rules. Amherst: Massachusetts University, School of Education, 1970. (ED051093)

"This exercise simulates the planning of a differentiated staffing prospectus for a high school. The objectives are (1) to develop a program of differentiated staffing based on educational needs, (2) to identify critical organizational variables, (3) to experience the difficulties of group decision making, and (4) to develop a training strategy. The material required for the simulation is included in the document." (RIE)

156. Semmel, Melvyn. Anticipation Games. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped, Instructional Development Laboratory.

Includes games True Grid, Twenty-Five, Over Easy, and many variations. "Anticipation in this context is a theoretical construct involving the ability to make accurate predictions of a learner's behavior in a given situation." (Author)

157. Smith, Carl B., and Farr, Roger. Evaluation Training: Simulation Exercises. Bloomington: Indiana University, Measurement and Evaluation Center in Reading Education, 1971 (ED054917)

"The preparation of this simulation material package is guided by the concept of an evaluator as a decision-maker, based on the definition of evaluation as a continuous assessment concerned with answering decision-making questions. The continuous concept of evaluation is based on the model created by Egon Guba and Daniel Stufflebeam, named by its acronym CIPP--context, input, process, and product evaluation. Sections are devoted to describe and explain the CIPP evaluation model. The intent of this evaluation game is to provide an instructional tool for applying the concept of continuous evaluation to a reading program. Its specific goal is to teach the participant to use one evaluation model as a guide to knowing what to do and what to decide. The materials describe a school system that hires an evaluator who must help conceive a reading program as well as assess it. The incidents described try to simulate actual school situations. There are 3 kinds of pages in this simulation game, each marked by a different color: white pages carry descriptions of situations, green pages are response sheets, and pink pages carry the 'omniscient comments' or answers proposed by the Authors." (RIE)

158. Thiagarajan, Sivasailam. The GAMEgame. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped, Instructional Development Laboratory, 1972.

"GAMEgame is a simulation game on designing, developing, evaluating, modifying and using learning games. Specifically, it helps the players achieve the following objectives:--to design a learning game given specifications about the instructional task and the target students--to test a learning game and to modify it on the basis of student feedback.--to evaluate a learning game in terms of cost effectiveness.--to modify a learning game to suit local needs and conditions.--to use a learning game effectively in the classroom. GAMEgame is designed for inservice and preservice teacher training. . ." (Author)

159. _____. Naked Monsters. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped, Instructional Development Lab.

"The purpose of the monster games is to introduce the players to systematic skills in concept teaching and to give them opportunities to use these skills as game strategy." (Author)

160. Twelker, Paul A. Development of Low Cost Instructional Simulation Materials for Teacher Education. Monmouth: Teaching Research Division, Oregon State System of Higher Education, July, 1970. (ED045553)

"Two sets of low-cost instructional simulation materials for use in teacher education programs were developed, one dealing with problems of classroom management and one dealing with discovery teaching. An effort was made to expose students to certain principles of classroom management or discovery teaching before they used the simulation materials. Data obtained from the evaluation revealed that the classroom management series left little to be desired in timeliness and credibility. Design-wise, improvements were indicated that would be expected to have a significant positive effect on strength, robustness, reliability, and affect created by the system. Changes made during the course of the project did not permit field testing of the discovery teaching series. (An appendix, which constitutes about 3/4 of the report, contains the student and instructor manuals for the two series, a field trial evaluation guide, comments on the classroom management series from subject matter experts, media specialists, and students, and the implementation analyses made by three schools of education involved in testing materials.)" (RIE)

161. Venditti, Frederick. The Changing High School: A Simulation Game for Teachers in the Predominantly Black School at Needham. New York, N.Y.: Anti-defamation League, B'nai B'rith, 1972.

162. _____. Solving Multi-ethnic Problems: Lakemont for the High School. New York, N.Y.: Anti-defamation League, B'nai B'rith, 1972.

163. _____. Solving Multi-ethnic Problems: Valleybrook for the Elementary School. New York, N.Y.: Anti-defamation League, B'nai B'rith, 1972.

# INSTRUCTIONAL DEVELOPMENT ALPHABETICAL GLOSSARY

INSTRUCTIONAL DEVELOPMENT IS A SYSTEMATIC, DATA-BASED PROCESS FOR ANALYZING CURRICULAR AND INSTRUCTIONAL SITUATIONS IN ORDER TO DEVELOP TESTED, FEASIBLE SOLUTIONS.

## INSTRUCTIONAL DEVELOPMENT

## ALPHABETICAL GLOSSARY

AFFECTIVE LEARNING - (See Learning Domain)

ANALYZE RESULTS - Analyzing and interpreting data from the tryout and all previous Instructional Development functions (e.g., reviewing objectives and methods used, checking evaluation techniques).

ANALYZE SETTING - Collecting and locating pertinent information on the instructional setting (audience, conditions, and relevant resources) as it relates to the problem statement (e.g., information on audience: learner characteristics, test scores, relevant resources, course outlines, existing instructional materials; and conditions: classroom environment).

ASSESS NEEDS - (See Needs Assessment)

AUDIOVISUAL INSTRUCTION/MATERIALS - Those activities, strategies, and objects which a teacher uses in a classroom to support instruction. They constitute one component in an instructional plan and may or may not reflect the results of a systematic analysis of the educational situation as in the process of instructional development.

BEHAVIOR - A person's visable action, performance, operation, or product which can be classified or labeled by an observer according to specific and discrete criteria (e.g., student points to a city location on a map).

CLOSED SYSTEM - A system which will not admit information from the external environment.

COGNITIVE LEARNING - (See Learning Domain)

CONGRUENCE - The amount of agreement between what was planned and what was actually observed as outcomes of instruction.

CONSTRUCT PROTOTYPES - Selecting, designing, developing, producing, and assembling all materials for the tryout and evaluation of an instructional package or packages.

CONTINGENCY - The logical or observed relationships among the entry conditions, the instructional procedures, and desired outcomes (i.e., the specified system and learner performance outcomes).

DATA - Observable quantifiable events which are logically related to and associated with the behavior of previous learner interactions and/or interactions with devices associated with an instructional system (e.g., attitude survey results).

DATA GATHERING - Any activity associated with the systematic identification, acquisition, or classification of data (e.g., an interview).

DECISION-MAKING CHARACTERISTICS - In a specific situation the tendency to make decisions which relate to the objective facts of the matter (creative problem-solving) or to make a decision in order to protect one's self, reduce anxiety, or shut out unpleasant or dissonant information (defensive problem-solving).

DEFINE PROBLEM - The problem is identified, data from the existing "instructional setting" is thoroughly analyzed, and the Instructional Development Team is organized to perform the remaining I.D. tasks.

DEVELOP STRATEGIES - The objectives for learners are written, the learning methods specified, and instructional and evaluation materials are assembled.

DYSFUNCTIONAL COMPONENT - A portion of a system which creates disharmony in the operation of the system.

EDUCATIONAL MEDIA - (See Audiovisual Instruction/Materials)

EDUCATIONAL TECHNOLOGY - The application of systematic processes for the design, implementation, and evaluation of the total process of learning and teaching in terms of specific objectives. Educational technology employs a combination of human and non-human resources to bring about more effective instruction.

ENABLING OBJECTIVES - (See Objectives)

ENTRY BEHAVIOR - Behavior possessed by the learner upon entering the instructional program. (e.g., the student is able to add and subtract two digit numbers without error).

ENTRY CONDITIONS - The specified conditions which a[illegible]o exist in the context of concern at the time a system is initiated (e.g., a developer may specify that specific types of facilities are necessary for implementation of the designed system). (See also Entry Behavior.)

EVALUATION - The process of examining certain objects and events in relation to specified value standards (criteria) for the purposes of making decisions.

FORMATIVE EVALUATION - The process through which information is used to develop a unit of instruction to the point where it is ready to be used (e.g., developmental testing of a prototype).

SUMMATIVE EVALUATION - The process of describing the effects of fully developed units of instruction (e.g., evaluating the effects of an institute on Instructional Development).

EVALUATION OBJECTIVE - A statement which describes the purposes for an evaluation activity (e.g., to assess the contribution of each Institute component to demonstrated success of Institute participants).

EVALUATION SPECIFICATIONS - The aggregate of a set of indicators which are used as the absolute criteria in making decisions or making judgments about an event or activity.

EVALUATION SECTION - The prototype instructional packages are tested and the evaluation data analyzed to determine if revisions are necessary before full scale implementation takes place.

FLOW CHART - Sequential representation of processes and events arranged on paper so that their relationships are visable.

FORMATIVE EVALUATION - (See evaluation)

FUNCTIONAL FACTORS - 1. Physical, spatial, mechanical, or structural factors which bear upon the harmonious operation of a given sustem; such as classrooms, media, types of abilities, or policies which prescribe relationships. 2. The theoretical relationship sevoid of the human factor.

HUMAN FACTORS - The decision-making characteristics and life styles of individuals participating in a system which modify the inherent functional relationships of the system.

IDEAL - The way things ought to be; the collective images of more than one person as to what a perceived state of affairs should be according to criteria reached through consensus (e.g., the faculty conducts a survey to determine what attitudes students would like to have toward their school experiences as part of a needs assessment). (See also Needs Assessment and Image.)

IDENTIFY OBJECTIVES - Specifying terminal and enabling behaviors the learner should be able to demonstrate as a result of instruction.

IDENTIFY PROBLEM - Assessing needs, establishing priorities, identifying symptoms, and clearly stating a particular problem and tentative solution as agreed upon by all concerned.

IMAGE - The individual's total conception, idea, opinion, belief, and arrangement of the world into which he fits his perception of events and interpretations of information input. The image is formed as a result of his neural network's interaction with his lifetime of experiences. (See Ideal)

IMPLEMENT - Reviewing the Instructional Development Process and making a decision to implement on a full scale as designed or return to previous functions for revision or modification (e.g., the social science instructional package requires more specific directions to the student to eliminate confusion; the package should be tried out again before implementing with all learners).

INDICATOR - An observable behavior or event which is accepted evidence that a particular state exists (e.g., reading is accepted as an indicator of appreciation for literature).

INNOVATION - Any procedure, plan, idea, or device new to the sub-system which alters with the intent of improving some portion of a class, school, school system or district's present approach to curricular, management, or communication practices (e.g., the systems approach).

INPUT - A term describing data or information which may be used for decision-making throughout the functions of the I.D. process. The relevancy of this data or information should be determined by the nature of the problem and the function being performed.

INSTRUCTIONAL DEVELOPMENT (I.D.) - A systematic, data-based process for analyzing curricular and instructional problems in order to develop tested, feasible solutions.

INSTRUCTIONAL DEVELOPMENT GESTALT - The overall impact of the total Instructional Development System resulting from the integration of all functions which cannot be determined from studying the parts separately (i.e., a concept for looking at a total Instructional Development process to predict overall outcomes, impact, and influence).

INSTRUCTIONAL PACKAGE - The assembled, tested instructional unit and materials to be used for instruction purposes.

INSTRUCTIONAL PROTOTYPE - An experimental or untried model for an instructional unit to be tested to determine those revisions necessary to achieve the terminal objectives. The instructional prototype development precedes wide scale use for instructional purposes (e.g., a newly developed supplemental math curriculum sequence for 6th graders is ready for tryout).

INSTRUCTIONAL SETTING - The specific environment and relevant variables influencing the environment in which instruction is taking place (e.g., characteristics of the learner, educational personnel, community, nature of the body of knowledge, school resources, and their relationships).

INSTRUCTIONAL SPECIFICATIONS - Written descriptions and instructions for developing the actual materials for a unit of instruction based on a particular instructional goal or objective.

INSTRUCTIONAL STRATEGIES - Methods of presentation, practice, and evaluation specifying the ways in which the desired learning outcomes are to be achieved in the instructional setting (e.g., tutorial, small group discussion, simulation and gaming, lecture, demonstration, and mediated learning labs).

INSTRUCTIONAL TECHNOLOGY - (See Educational Technology)

LEARNER PERFORMANCE - Learner outcomes in terms of specified criteria for a given learner or group of learners (i.e., how well the specific learners can achieve the objectives).

LEARNING ACTIVITIES - Specific activities the student engages in to facilitate achievement of a stated objective (e.g., listen to a guest speaker, take a field trip to the local newspaper, read chapter three in the text).

LEARNING DOMAIN - 1. Clustering learning according to emphasis on effective, cognitive, or psychomotor behavior components. 2. A classification of relationships - at the most general end of the continuum, the total environment with which the student interacts; at the other end of the continuum, the specific content areas and processing structure to be internalized by the learner to achieve discrete, specified, and visable behaviors.

AFFECTIVE DOMAIN - Emotional component of behavior; concerned with how the learner feels (e.g., an objective involving increased interest or motivation, change in attitude or values of the learner).

COGNITIVE DOMAIN - Intellectual component of behavior; deals with what a learner knows, understands or comprehends (e.g., an objective requiring identification or recall of facts or ideas).

PSYCHOMOTOR DOMAIN - Physical manipulation component of behavior; deals with how a learner controls or moves his body (e.g., an objective requiring manipulation of an object, operation of a tool to produce a product, or specified body movement for a physical performance routine).

NEEDS ASSESSMENT - An activity in which data is collected from individuals and groups involved in a particular education situation to determine the nature of the problem and to determine how the groups involved value what exists (status quo), what should be (the ideal situation), and the need or difference between what is and what should be (e.g., looking at existing policies, analyzing job changes, gathering opinions from community or present programs to determine the needs).

OBJECTIVES - Statements which describe and communicate a specific intended outcome.

ENABLING OBJECTIVES - Statements of intermediate outcomes or behaviors which lead to a particular terminal performance objective. These objectives state the behaviors the learner must accomplish in order to eventually exhibit the terminal behavior.

TERMINAL PERFORMANCE OBJECTIVE - Statements which define the kinds of behavior or products exhibited or produced by the student upon successfull completion of the instructional unit.

OPEN SYSTEM - A system which is receptive to the input of information from the external environment.

ORGANIZE MANAGEMENT - Planning those activities necessary for management such as specifying tasks, assigning responsibilities, and developing time schedules.

PROBLEM STATEMENT - A task in which a broad statement of the overall objective for the I.D. Team is made which includes who is involved, what needs to be done, when, and how well. The problem statement is based on assessment of needs and the priorities of the school or district.

PROTOTYPE - (See Instructional Prototype)

PSYCHOMOTOR LEARNING - (See Learning Domain)

REDESIGN - Returning at any specified time to a previous Instructional Development function or activity to revise or improve the Instructional Development product (i.e., each revision of an instructional prototype package entails recycling through appropriate stages and functions of the Instructional Development System).

SPECIFY METHODS - Determining those instructional strategies, materials, and resources that will maximize learning of a specific objective for a particular content, learner, and type of learning (e.g., the team analyzes and specifies the methods of learning, instruction, and media that will enable the learner to carry out objectives the team has identified).

STATUS QUO - The way things are; the existing state or conditions of a specified setting at or during a specified time period (e.g., the faculty conducts a survey to identify current attitudes of the students toward school experiences as a part of a needs assessment.)

SUB-SYSTEM - Any entity or collection of entities which are defined as being a part of a larger system but which may be differentiated for purposes of observation (e.g., a subject area could be a sub-system of a curriculum; Chicano students could be a sub-system of a student body system; a library facility could be a sub-system of a school physical plant).

SUMMATIVE EVALUATION - (See Evaluation)

SYMPTOM - The visable manifestation of a dysfunctional condition (problem) whose actual, causal relationships are not immediately apparent or identifiable (e.g., student labeled as "lazy" by a teacher).

SYSTEM - The total of separate parts working alone and with each other to achieve an accepted or agreed upon outcome or goal (e.g., the artists, actors, technicians, teachers, students and designers working individually toward the common goal of producing an instructional television program).

SYSTEM PERFORMANCE - The adequacy of the plans made and the clarity with which these plans are interpreted and fulfilled (i.e., how effective your instructional plans were).

SYSTEM(S) APPROACH - A complex plan or strategy which logically accounts for and relates in an orderly fashion; goals, behavior, instrumentation, and resources for the purpose of removing or reducing problems associated with the training or education of learners. (See also System)

SYSTEMS DISSONANCE - A disharmony, disorder, or malfunction created by a dysfuntional component in a system.

TERMINAL PERFORMANCE OBJECTIVE - (See Objectives)

TEST PROTOTYPES - Trying out instructional prototypes with a representative sample of the student audience and collecting and recording evaluation data.

VISUAL LITERACY - The ability to preceive the content of a message being communicated through visual means. When perceptual skills are developed they enable a visually literate person to discriminate and interpret visual actions, objects, or symbols, natural or man-made that he encounters in the environment. (From reports of the First National Conference on Visual Literacy, 1971).

## STAFF DEVELOPMENT/PROGRAM IMPROVEMENT:
Why, What, How, When and Where

**WHY?**

"The enlarging of talent through a well-conceived, well-planned program of performance appraisal and staff development is an absolute must for the future. A growth-inducing environment will encourage life-long learning by staff where each individual can assess his strengths and weaknesses as candidly as he wishes, secure in the knowledge that a developmental program is available to assist."

A. Robert DeHart
Faculty Address, 1973-74

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**WHAT?**

Staff Development/Program Improvement attempts to provide the entire staff at De Anza with diverse opportunities for personal/professional exploration. Consistent with the mission of the college, the following objectives are inherent in the program: renewal, retraining, content expertise, teaching methods, the learning process.

**HOW?**

The various components of the program are outlined in this brochure. In the case of in-service workshops, seminars and personal projects, unit credit may be earned which is applicable toward salary column advancement.

**WHEN?**

All programs are operational during the academic year. Application deadlines, where appropriate, are indicated in this brochure.

**WHERE?**

All programs are centered on the De Anza campus. Detailed information may be obtained from the office affiliated with the respective program.

If you have questions regarding any of the programs described in this brochure, contact either the office sponsoring the program or your Staff Development Committee representative.

**Staff Development Committee**

Chris Avery
Bob Bean
Nancy Cozzens
Jerry Eknoian
Chuck Elder
Alan Ellis
Pat Hassel
David Kest
Russ Nicholas
Ida Robinson

# DE ANZA
# COLLEGE
# 1974-1975

STAFF DEVELOPMENT
FACULTY COUNSELORS
ADMINISTRATORS LIBRARIANS
CLASSIFIED PERSONNEL
PROGRAM IMPROVEMENT

# STAFF DEVELOPMENT / PROGRAM IMPROVEMENT

## AN INTEGRATED PROGRAM
## FOR PROFESSIONAL GROWTH

**In-Service Workshops and Seminars**
**Individual Projects    Travel/Conference Program**
**Reassigned Time    Sabbaticals**

**New Faculty Orientation**
**Research and Innovation Grants**

Programs sponsored
through
Office of
Continuing Education
and
Office of Instruction

### INDIVIDUAL PROJECTS

Through the Office of Continuing Education, individual staff members may secure 1-6 professional growth units for discipline-related projects approved by the Staff Development Committee. Application procedure includes:

- a. Faculty member submits request form to F.D.C.
- b. Request reviewed by Division Representative and Chairman
- c. Approval/Disapproval results from F.D.C. discussion
- d. Upon approval, staff member enrolled in appropriate 300-level Social Science course

### IN-SERVICE WORKSHOPS AND SEMINARS

Workshops and Seminars may be both developed by and participated in by De Anza Staff. In addition to specialized workshops, the F.D.C. sponsors each quarter through Continuing Education, a series of workshops dealing with generic educational concerns. From 1-4 units may be earned for each workshop.

### SABBATICALS

Professional development leaves are granted to faculty who have taught for six consecutive years. As a general rule, sabbaticals are offered for the following periods: one, two and three quarters. Those with accumulated teaching experience beyond six years, will be given preferential consideration for lengthier sabbaticals. Application for sabbatical leave may be made through the Office of Instruction.

### TRAVEL/CONFERENCE PROGRAM

This program encourages staff members to visit other educational institutions, people or facilities in order to (a) secure/share ideas, (b) build subject matter expertise, (c) provide a more positive outlook toward one's position, duties, and responsibilities, thus strengthening one's personal commitment to De Anza College. Application may be made through either the Division or the Office of Instruction.

STAFF DEVELOPMENT

FACULTY, COUNSELORS,
ADMINISTRATORS, LIBRARIANS,
CLASSIFIED PERSONNEL

PROGRAM IMPROVEMENT

### RESEARCH AND INNOVATION GRANTS

The purpose of these grants is to stimulate and support innovative educational projects that go beyond the budget and responsibilities of division and existing programs. Specifically, improvement/evaluation of instruction and development of innovative course materials are of particular interest to the R & I Committee. Applications may be made through the Office of Institutional Research.

* * *

### NEW FACULTY ORIENTATION

New faculty members are introduced to pertinent information about De Anza through a series of eleven workshops conducted under the auspices of the Instruction Office. The workshops include discussions of registration procedures, the College physical plant, faculty responsibilities and support services. One unit of salary credit is awarded for participation.

* * *

### REASSIGNED TIME

Reassigned Time Grants for Instructional Change are awarded during the winter quarter for two faculty members in order that each can: (a) redevelop along experimental lines a course which he is presently teaching, (b) develop an in-service course for personnel in his academic area so that new, developmental skills can be shared.

The application deadline established by the Instruction Office is early October.

AN
AFFIRMATIVE
ACTION
EMPLOYER

**FOOTHILL COMMUNITY COLLEGE DISTRICT**

DE ANZA &
FOOTHILL COLLEGES

12345 El Monte Road
Los Altos Hills
California 94022
(415) 948-3523

## JOB ANNOUNCEMENT

TITLE OF POSITION: Staff Development Specialist (12 months with 20 days vacation)

SALARY: Placement on salary scale commensurate with academic degree and teaching experience (plus twenty percent for extra two months), plus fringe benefits (life, medical, dental, vision care insurance, sick leave, vacation).

APPLICATION DEADLINE: Friday, May 2, 1975, by the end of the business day, but you are encouraged to submit your application as soon as possible.

STARTING DATE: July 1 or August 1, 1975

EXAMPLE OF DUTIES: Working with all segments, full and part-time, of the college staff (certificated and classified), the staff development specialist develops a comprehensive program of developmental activities.

1. Organizes and develops a variety of activities for the total staff in such areas as inservice education, travel, conferences, etc.
2. With the instructional development specialist develops inservice experiences in techniques of instruction, utilization of media, testing, instructional development as a process, learning theory, etc.
3. With the Dean of Instruction for Personnel institutes a program which encourages staff members to establish individualized, personal development plans.
4. With the Dean of Student Services originates a program which makes personal counseling, communications skills and ethnic/cultural awareness inservice education, and personnel service consultation available to all staff.
5. With the head librarian, locate, review, and disseminate appropriate research findings, methodologies, and educational innovations which may be important to the staff.
6. Develops a comprehensive reassigned time plan for the total college which accounts for already available resources such as sabbaticals, research and innovation funds, administrative funds, etc. and which adds additional resources as needed.
7. Develops a recognition system for staff for a variety of performances.
8. Develops and directs an internship program for the staff.

9. Disseminates any appropriate activities (as outlined previously) to other staffs such as those of local elementary and secondary schools and training programs in local business and industry.
10. Teaches appropriate inservice classes.

This position reports to the Associate Dean of Instruction, the Learning Center, and is a twelve month position with one month vacation. Day, evening, on-campus, and off-campus assignments may be considered as part of the contract.

REQUIRED QUALIFICATIONS:

1. A valid credential entitling the individual to hold a certificated faculty position in a California Community College.
2. Minimum of a Master's degree.
3. Teaching experience.
4. Student personnel experience is highly desirable.
5. Sensitivity to the values, goals, and needs of community college staff and students.
6. Ability to work and communicate openly with staff and students on a one-to-one basis and in a group mode.
7. An openness and responsiveness to innovative practices.
8. Knowledge of and ability to work with minority groups and women and other representatives of a diverse population on the campus and in the community.
9. Good health.

HOW TO APPLY: Applications may be obtained and mailed to:

Employment Office
Foothill Community College District
12345 El Monte Road
Los Altos Hills, California 94022
Phone 948-8590

SELECTION PROCEDURE: Applications will be screened by the supervisor. Those considered most qualified will be invited to an interview.

DATE OF ANNOUNCEMENT:

RACIAL/ETHNIC MINORITIES, WOMEN, AND THE PHYSICALLY HANDICAPPED ARE ENCOURAGED TO APPLY FOR ALL POSITIONS.

## A SHIRT SLEEVE SYMPOSIUM, STAFF AND INSTRUCTIONAL DEVELOPMENT PLANNING

### List of Participants

| Name | School | City, State |
|---|---|---|
| ALSUP, Ross | Paris Junior College | Paris, TX |
| ANDERSON, Ralph | Rainy River Community College | International Falls, MN |
| ARCHER, Jim | Austin Community College | Austin, TX |
| ARNOLD, Paul | Indiana Vocational Technical College | Kokomo, IN |
| BATMALE, Anne | Lone Mountain College | San Francisco, CA |
| BIRKHOLZ, John | Harper College | Palatine, IL |
| BODTKER, Egon | Chemeketa Community College | Salem, OR |
| BOGUE, James | Phoenix College | Phoenix, AZ |
| BRILL, Algeo | Yuba College | Marysville, CA |
| BROOKSHIRE, Jim | Paris Junior College | Paris, TX |
| BRYDON, Charles | California Community & Junior Col Assn | Sacramento, CA |
| BURRONI, Jerry | Indian Valley College | Novato, CA |
| CASE, Chester | Los Medanos College | Pittsburg, CA |
| CASERTA, John | Western Nevada Community College | Reno, NV |
| CATO, Jimmy | College of Alameda | Alameda, CA |
| CHRISTENSEN, Frank | Harper College | Palatine, IL |
| CLINGMAN, Bo | Mount Hood Community College | Gresham, OR |
| COOPER, Gary | Shasta College | Redding, CA |
| COOPER, George | Hutchinson Community College | Hutchinson, KS |
| COPE, Marian Lea | Linn-Benton Community College | Albany, OR |
| CRANDALL, Charles | Iowa Western Community College | Council Bluffs, IA |
| CURRY, Susan | Wood Junior College | Mathiston, MS |
| DAIN, Joanne | Western Nevada Community College | Reno, NV |
| DAVIS, Bill | Wilkes Community College | Wilkesboro, NC |
| DECKER, Richard | Cuyahoga Community College | Cleveland, OH |
| DE GARMO, Lloyd | Compton Community College | Compton, CA |
| DE HART, Bob | De Anza College | Cupertino, CA |
| DE LUCIA, Frank | Compton Community College | Compton, CA |
| DORROH, James | Wood Junior College | Mathiston, MS |
| DRESSLER, Frances | De Anza College | Cupertino, CA |
| ENOS, Carol | Santa Ana College | Santa Ana, CA |
| FARMER, Donna | Santa Ana College | Santa Ana, CA |
| FLOWER, Judson | Miles Community College | Miles City, MT |
| FRADEN, Jules | City College of San Francisco | San Francisco, CA |
| FRY, John | Leeward Community College | Pearl City, HI |
| GLENDAY, David | De Anza College | Cupertino, CA |
| GONZALES, Thomas | San Jose City College | San Jose, CA |
| GOTO, Alfred | Hawaii Community College | Hilo, HI |
| HALL, J. T. | Mississippi Delta Junior College | Moorhead, MS |
| HALL, Lincoln | College of the Sequoias | Visalia, CA |
| HANCOCK, Jimmye | Paris Junior College | Paris, TX |
| HARGIS, J. B. | Porterville College | Porterville, CA |
| HASSENFLU, Joan | Eastfield Community College | Mesquite, TX |
| HERNANDEZ, Edward | Mount San Antonio College | Walnut, CA |
| HICKS, Warren | Chabot College | Hayward, CA |

| Name | School | City, State |
|---|---|---|
| HINSON, Marjorie | De Anza College | Cupertino, CA |
| HOCHSTETTLER, David | Yavapai College | Prescott, AZ |
| HURTT, Philip | Texas State Technical Institute | Amarillo, TX |
| HUSHAW, Jeannette | Los Angeles Community College District | Los Angeles, CA |
| JENSEN, Mary | West Valley College | Saratoga, CA |
| JEWELL, John | Cochise College | Douglas, AZ |
| JOHNSON, C. Lonnie | Southeast Community College | Lincoln, NE |
| JOHNSON, Franklin | Los Angeles Trade-Technical College | Los Angeles, CA |
| JOHNSON, Louis | Sacramento City College | Sacramento, CA |
| JOHNSON, Louise | De Anza College | Cupertino, CA |
| KENT, Henry | College of Marin | Kentfield, CA |
| KLEEMAN, Joe | Chemeketa Community College | Salem, OR |
| KNOWLTON, Leah | Middlesex Community College | Bedford, MA |
| LANPHEAR, Fred | Texas State Technical Institute | Amarillo, TX |
| LATIMER, Larry | Hartnell College | Salinas, CA |
| LIEDLICH, Ray | Contra Costa College | San Pablo, CA |
| LISTON, Edward | Los Angeles Pierce College | Woodland Hills, CA |
| LLOYD, Lawrence | Moorpark College | Moorpark, CA |
| LORENCE, Robert | Centralia College | Centralia, WA |
| LOTT, Barbara | Wood Junior College | Mathiston, MS |
| LUCAS, James | De Anza College | Cupertino, CA |
| LUNDSTROM, Russ | College of DePage | Glen Ellyn, IL |
| MAHER, Thomas | Chaffey College | Alta Loma, CA |
| MARKS, James | West Los Angeles College | Culver City, CA |
| MARTINEZ, Raymond | Hutchinson Community College | Hutchinson, KS |
| MAZOR, Anatol | Valley College | Van Nuys, CA |
| MEDSKER, Linda | College of Alameda | Alameda, CA |
| MILES, Lyman | Cerritos College | Norwalk, CA |
| MILLER, Roger | Colano College | Suisun City, CA |
| MITCHELL, David | Cuyahoga Community College | Cleveland, OH |
| MOSELEY, Bill | Paris Junior College | Paris, TX |
| MC AFEE, Janet | Diablo Valley College | Pleasant Hill, CA |
| MC CAIN, Emily | Porterville College | Porterville, CA |
| MC CALLUM, Neil | Ohlone College | Fremont, CA |
| MC GOWAN, Joan | Bunker Hill Community College | Charlestown, MA |
| MC KOWN, Betty | Fullerton College | Fullerton, CA |
| MC NEELY, Patricia | San Diego Community College | San Diego, CA |
| MC WILLIAMS, Mickey | Kalamazoo Valley Community College | Kalamazoo, MI |
| NEWPORT, Donald | Chemeketa Community College | Salem, OR |
| NICOL, Sanford | Penn State--Ogontz Campus | Abington, PA |
| NORTON, Fay-Tyler | Cuyahoga Community College | Cleveland, OH |
| PALMER, Ken | Valley College | Van Nuys, CA |
| PATTON, Margarite Ann | Texas State Technical Institute | Waco, TX |
| PETERSON, Cliff | Sinclair Community College | Dayton, OH |
| PETERSON, Gary | De Anza College | Cupertino, CA |
| RASMUSON, N. Arthur | Hartnell College | Salinas, CA |
| REID, Gunda | College of Eastern Utah | Price, UT |
| REMINGTON, Ron | Western Nevada Community College | Reno, NV |
| RICHARDS, Leon | Leeward Community College | Pearl City, HI |
| RICHARDSON, William | Wilkes Community College | Wilkesboro, NC |
| RIVERA, Manuel | Santa Barbara City College | Santa Barbara, CA |

| Name | School | City, State |
|---|---|---|
| RODWICK, John | El Paso Community College | Colorado Springs, CO |
| ROSENBERG, Donald | Cerro Coso College | Ridgecrest, CA |
| ROSS, Bob | Porterville College | Porterville. CA |
| SALEH, Ali | Peralta Community College District | Oakland, CA |
| SHAWL, William | Golden West College | Huntington Beach, CA |
| SHERMAN, Jack | Barstow College | Barstow, CA |
| SCHLISKE, Robert | Laramie County Community College | Cheyenne, WY |
| SIEBLER, William | Linn-Benton Community College | Albany, OR |
| SILVA, Conchita | East Los Angeles College | Los Angeles, CA |
| SIMONDS, Richard | De Anza College | Cupertino, CA |
| SINK, Darryl | West Valley College | Saratoga, CA |
| SMITHERAN, Joyce | Rio Hondo College | Whittier, CA |
| SMOTHERS, Nathan | Whatcom Community College | Bellingham, WA |
| STEINMETZ, Helen | College of Alameda | Alameda, CA |
| TAYLOR, David | Chemeketa Community College | Salem, OR |
| TEDD, Eugene | El Palo Community College | Colorado Springs, CO |
| THIELMAN, Dorothy | Paris Junior College | Paris, TX |
| THOMPSON, Don | Merced College | Merced, CA |
| TRUGMAN, Ronald | College of San Mateo | San Mateo, CA |
| URWILER, Richard | Polk Community College | Winterhaven, FL |
| VANDER HAEGHEN, Peter | Harper College | Palatine, IL |
| WALTERS, Bill | Houston Community College | Houston, TX |
| WEISS, Mary | Claskamas Community College | Oregon City, OR |
| WEST, John | Santa Ana College | Santa Ana, CA |
| WESTMORELAND, Jean | Houston Community College | Houston, TX |
| WHALEN, Paul | Los Angeles Valley College | Van Nuys, CA |
| WICKSTROM, Diane | College of Marin | Kentfield, CA |
| WILLIAMS, David | Harper College | Palatine, IL |
| WILLIAMS, Hayden | Golden West College | Huntington Beach, CA |
| WILLIAMS, Sherry | Texas State Technical Institute | Waco, TX |
| YARBROUGH, H. D. | Laramie County Community College | Cheyenne, WY |

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LOS ANGELES

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